

Washington State Charter School Commission

# 2016 CHARTER SCHOOL CONTRACT

Issue Date: April 11, 2016

Updated: May 25, 2016

**CHARTER SCHOOL CONTRACT**

**FOR THE OPERATION OF GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE CHARTER SCHOOL**

**PARTIES:**

**WASHINGTON STATE CHARTER SCHOOL COMMISSION**

**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE;**

**UBI NUMBER: 603-349-022;**

**EIN NUMBER: 46-4128856**

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## **PARTIES**

This agreement is executed on this 1<sup>st</sup> day of June 2016 by and between the Washington State Charter School Commission (the “Commission”), an agency of the State of Washington whose mission is to authorize high quality charter public schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and Green Dot Public Schools Washington State (“Applicant”), a qualified public benefit nonprofit corporation.

## RECITALS

WHEREAS, pursuant to chapter 28A.710 RCW, the Charter Schools Act, the people of the state of Washington provided for the establishment of charter public schools in the state of Washington.

WHEREAS, on November 22, 2013, Green Dot Public Schools Washington State non-profit corporation submitted an application to open and operate a charter school referred to as Green Dot Destiny; and

WHEREAS, on January 30, 2014, the Commission approved the application subject to conditions outlined in Resolution 14-07A; and

WHEREAS, on February 5, 2014, the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

WHEREAS, on April 24, 2014 Green Dot Public Schools Washington State and the Commission entered into a contract that was subsequently rendered invalid by Supreme Court ruling.

WHEREAS, the parties are acting within the sixty day timeframe for executing a contract with the same terms and duration or substantially the same terms and duration as were in effect on December 1, 2015.

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree to the Terms and Conditions of this Contract.

## **ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT**

### **Section 1.1 Purpose**

This Contract outlines the roles, powers, responsibilities, and performance expectations governing Applicant's establishment and operation of Green Dot Destiny, (the "School"), a public, common school. Applicant must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations and laws.

### **Section 1.2 Term of Contract**

This Contract is effective August 24, 2016, and will remain in full force and effect through August 24, 2021, unless sooner revoked or terminated as provided herein. Funding under this agreement shall not commence until the Re-Opening Conditions (Attachment 1: Re-Opening Process and Conditions) have been completed to the satisfaction of the Commission, and the school begins to operate.

### **Section 1.3 Re-Opening Conditions**

The School shall meet all of the Re-Opening Conditions identified in Attachment 1: Re-Opening Process and Conditions by the dates specified. Satisfaction of all Re-Opening Conditions is a condition precedent to the formation of a contract. The Commission may waive or modify the conditions contained in the Re-Opening Conditions or may grant the School an additional planning year upon good cause shown. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by July 1, 2016.

## ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

**“Applicant”** means, in addition to the definition set forth in the Charter Schools Act, the qualified non-profit corporation that submitted the Application that was approved by the Commission and is subject to this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“Application”** means the application and supporting documentation submitted by the Applicant to the Commission seeking to open and operate a charter school in response to the Commission’s solicitation. The Application is incorporated into, and made part of, this Contract. It is attached as Attachment 12: Public Charter School Application.

**“Applicable Law”** means all local, state, and federal laws, ordinances, rules and regulations applicable to the operation of a charter school in the State of Washington, as they currently exist or are amended throughout the duration of the Contract. When a provision of this Contract requires the School to comply with all federal, state, and local laws, ordinances, rules, or regulations, or some combination thereof, without specific reference or citation, the language encompasses those laws that are applicable to charter schools. If there is a disagreement about what laws are applicable or the extent to which a given law is applicable, the parties shall engage in good faith discussions in an effort to determine applicability and the associated scope. However, the Commission shall be the ultimate authority regarding what laws apply to the charter schools it has authorized and the extent to which they apply.

**“Articles and Bylaws”** means the Applicant’s articles of incorporation and bylaws as defined in Chapter 24.03 RCW.

**“Asset”** means land, infrastructure, improvements to land, buildings, leasehold improvements, vehicles, furnishings, equipment, collections, and all other tangible and intangible assets that are used in school operations, including Small and Attractive Assets.

**“Attachment”** means the following contract documents: Attachment 1: Re-Opening Process and Conditions; Attachment 2: Governance Documents; Attachment 3: Board Roster and Disclosures; Attachment 4: Educational Program Terms and Design Elements; Attachment 5: Conflict of Interest Policy; Attachment 6: Education Service Provider (ESP) Contract Guidelines; Attachment 7: Physical Plant; Attachment 9: Identification of Documentation Required for Annual Performance Report; Attachment 10:



Enrollment Policy; Attachment 11: Request for Proposals; Attachment 12: Charter Public School Application.

**“Charter Schools Act”** means all provisions of ESSB 6194 as codified, and any amendments thereto. ESSB 6194 was primarily codified in chapter 28A.710 RCW. Statutory terms defined in the Charter Schools Act shall have the same meaning in this Contract, unless otherwise indicated.

**“Contract”** means, in addition to the definition set forth in the Charter Schools Act, these Terms and Conditions, the Approval Resolution, the Application, Attachments, and the Master Calendar.

**“Commission”** means, in addition to the definition set forth in the Charter Schools Act, the authorizing entity responsible for discharging its obligations under this Contract, the Charter Schools Act, and conducting oversight to ensure that Applicant complies with its obligations in the operation of the School. The term Commission includes the Commission’s staff, employees, or other designee.

**“Encumber”** means the use of money or assets as collateral for loans or extensions of credit, the granting of a lien or creation of a liability that is attached to real or personal property of the Applicant.

**“Education Service Provider”** (ESP) means an individual, partnership, or corporation that is paid \$10,000 or more to provides services necessary to operate and/or oversee the School’s educational program. This includes, but is not limited to provision of school or program design and implementation, development of pedagogical approaches, curricula, instructional materials, assessments and professional development programs, and management services. School may only contract for management operations with a non-profit ESP. For purposes of this contract, ESP does not include contracts between the School and a third-party to provide back-office functions such as fiscal services, accounting services or facilities operations, those contracts are governed by Section 5.19 Third-Party Education Service Provider Contracts

**“Known”** or **“Knowledge”** means that a representative of Applicant and/or the School is aware of a fact, circumstance, or result, or has information that would lead a reasonable person in the same situation to believe that the facts, circumstances, or results exist. When knowledge triggers or impacts a legal responsibility or obligation of the Applicant or School, then failure to act in accordance with those legal responsibilities or obligations may be considered a material and substantial violation of this Contract.

**“Master Calendar”** means the compliance calendar annually issued by the Commission.

**“Performance Audit”** means an objective and systematic assessment of a charter school or any of its programs, functions, or activities by an independent evaluator in order to help improve efficiency, effectiveness, and accountability. Performance audits include economy and efficiency audits and program

audits. Performance audits must be conducted according to U.S. Government Accountability Office auditing standards, known as Yellow Book standards. RCW 43.09.430(6); <http://www.sao.wa.gov/state/Pages/Aboutperformanceaudits.aspx#.VOXQs032ZEEZ>; ESSB 6194, Sec. 103.

**“School”** means the school that the Applicant was authorized to establish that is governed by the Board. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“School Board,” “Charter School Board,” or “Board”** means the charter school board, as defined in the Charter Schools Act, and must at all times be appointed, operated, and governed in accordance with its Bylaws, the Application, legal obligations, and this Contract. For purposes of this Contract the School, School Board, Charter School Board, Board, and Applicant are one and the same and are responsible for compliance with all legal requirements to which the School is subject under Applicable Law and this Contract.

**“Small and Attractive Assets”** include, but are not limited to Optical Devices, Binoculars, Telescopes, Infrared Viewers, Rangefinders, Cameras and Photographic Projection Equipment, Desktop Computers (PCs), Laptops and Notebook Computers, Tablets and Smart Phones, Television Sets, DVD Players, Blu-ray Players, and Video Cameras (home type).

## **ARTICLE III: SCHOOL'S MISSION**

### **Section 3.1 Mission**

The mission of the School is as follows: As with all Green Dot schools, the mission of our school will be to empower students to see their full potential and to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

## **ARTICLE IV: GOVERNANCE**

### **Section 4.1 Governance**

The School shall be governed by its Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School. However, such delegation will not relieve the Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all Applicable Laws, the Contract, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations.

### **Section 4.2 Governance Documents**

The Applicant and School shall be maintain legal status and operate in accordance with the terms of the attached Governance Documents, Attachment 2: Governance Documents, and the Application.

### **Section 4.3 Non-Profit Status**

The School shall be operated by a stand-alone public benefit non-profit corporation as defined under Washington at all times throughout the term of this contract.

### **Section 4.4 Organizational Structure and Plan**

The School shall implement and follow the organizational plan described in the Application.

### **Section 4.5 Composition**

The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and Applicable Law. The roster of the Board and each member's disclosure form are attached to this Contract as Attachment 3: Board Roster and Disclosures (initially or as amended, the "Board Roster and Disclosures").

### **Section 4.6 Change in Status or Governance Documents**

The Applicant shall not alter its legal status, restructure or reorganize without first obtaining written authorization from the Commission.

The Board shall notify the Commission of any modification of the School's Bylaws within five (5) business days of approval by the Board. Provided, however, that any change in the Bylaws that impacts a material term of this Contract requires written authorization from the Commission.

The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time, the Board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the Commission of that failure.

#### **Section 4.7 Affiliation**

Notwithstanding any provision to the contrary in the Contract, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

As used in this provision of the contract, an individual is affiliated with a single entity if the individual is associated with, a member of, or has otherwise publicly linked himself/herself with the entity.

#### **Section 4.8 Conflicts of Interest**

The Board adopted the Conflicts of Interest Policy attached to this agreement as and shall at all times comply with its provisions. Any amendment to Attachment 5: Conflict of Interest Policy must be adopted by the Board and approved in writing by the Commission, which shall not be unreasonably withheld. Any approved changes may be with made without amendment to this agreement.

#### **Section 4.9 Open Meetings**

Starting from the date that this Contract is signed, the Board shall maintain Board-adopted policies, meeting agendas and minutes, shall make such documents available for public inspection in accordance with the requirements in chapter 42.56 RCW, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act.

#### **Section 4.10 Public Disclosure Filing**

Board members must file personal financial affairs statements with the public disclosure commission between January 1<sup>st</sup> and April 15<sup>th</sup> and/or within two weeks of becoming a member of the board. Board members must comply with the Board's Conflicts of Interest Policy and ethical obligations to determine whether the financial disclosures reveal a conflict of interest or ethical violation.

## **ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS**

### **Section 5.1 General Compliance**

The School and the Board shall operate at all times in accordance with all Applicable Law, the Contract and Commission policies, as the same may be amended from time to time.

### **Section 5.2 Public School Status**

The School shall be deemed a public, common school, and local education agency, subject to all Applicable Law, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, public records laws, student assessment, assessment administration, data collection, reporting, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

### **Section 5.3 Nonsectarian Status**

The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

### **Section 5.4 Access to Individuals and Documents**

The School shall provide the Commission with access to any individual, documentation, evidence or information requested by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines imposed by the Commission will be a material and substantial breach of the Contract.

### **Section 5.5 Ethics**

The identified School representatives will adhere to the following ethical standards:

- a. No Board member, School administrator, or other School employee/representative authorized to enter contracts on behalf of the School, may be beneficially interested, directly or indirectly, in a contract, sale, lease, purchase, or grant that may be made by, through, or is under the supervision of the officer or employee, in whole or in part, or accept, directly or indirectly, any compensation, gratuity, or reward from any other person beneficially interested in the contract, sale, lease, purchase, or grant.

- b. No Board member or School administrator may use his or her position to secure special privileges or exemptions for himself, herself, or others.
- c. No Board member or School administrator may give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the School, for a matter connected with or related to their services as a Board member or School administrator unless otherwise provided for by law.
- d. No Board member or School administrator may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.
- e. No Board member or School administrator may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.
- f. Terms in this provision will be defined in accordance with the definitions set out in RCW 42.52.010. The Advisory Opinions of the Executive Ethics Board shall provide non-binding guidance for the parties' interpretation of this provision.

#### **Section 5.6 Public Records**

The Applicant shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that the School, its Board, its employees, contractors, staff, and volunteers comply with the act and any associated Board policies. This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

#### **Section 5.7 Record Keeping**

The Applicant will comply with all Applicable Law, and Commission record keeping requirements including those pertaining to students, governance, and finance. **At a minimum, student records must include records concerning attendance, grades, meal status, special education, bilingual information, student programs, state assessments, emergency contact, student health information, and certificate of immunization or exemption. These records shall be maintained in accordance with governing document retention periods set out by the Secretary of State.** This provision survives the term of the contract as long as the Applicant has the public records generated during its operation of a charter public school in its possession. The provision shall remain in effect until the complete and successful transfer of the records to the appropriate public successor entities.

### **Section 5.8 Non-Discrimination**

The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

### **Section 5.9 Inventories**

The School shall maintain a complete and current inventory of all school Assets that cost more than \$5,000 (including sales tax and ancillary costs) and Small and Attractive Assets that cost \$300 or more (including sales tax and ancillary costs). The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, Assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School under chapter 28A.710 RCW, as well as any state or federal grant funds. Any assets acquired wholly with private funds shall be disposed of consistent with Washington nonprofit law, provided that the School must maintain records demonstrating the percentage of public funds used to acquire assets. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

### **Section 5.10 Administrative Records**

The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures.

### **Section 5.11 Student Welfare and Safety**

The School shall comply with all Applicable Law concerning health and safety. Including, but not limited to, state laws regarding the reporting of child abuse and neglect, accident prevention, school safety plans, emergency drills, notification of criminal conduct to law enforcement as well as disaster response, and any applicable state and local regulations governing the operation of school facilities.

### **Section 5.12 Transportation**

The School shall be responsible for providing students transportation in accordance with legal obligations and consistent with the plan proposed in the approved application, Attachment 12: Public Charter School Application, pages 84-85.



### **Section 5.13 Staff Qualifications**

Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).

Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. If the Board or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW, has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC) a complaint must be submitted to the Education Service District within which the school operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission and OSPI's Office of Professional Practices. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws.

### **Section 5.14 Staff Training**

The School shall provide employees and staff with training required by applicable state and/or federal law as well as any additional training that is an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements.

### **Section 5.15 Student Conduct and Discipline**

The School's discipline policy must satisfy constitutional due process requirements. The School shall comply with the School's discipline policy and all Applicable Law relating to student discipline including, but not limited to, RCW 28A.150.300, 28A.600.015 and 28A.600.022.

### **Section 5.16 Transactions with Affiliates**

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy, the fiduciary obligations applicable to non-profit boards and Section 5.5 of this Contract;
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto;
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction;

- d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

“Affiliate” as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons. The Applicant, School and Board are Affiliates as defined in this provision.

#### **Section 5.17 Contracting for Services**

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract.

The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in this Contract.

#### **Section 5.18 School Authorized as Part of a Charter Management Organization**

In its application, School was identified as a new school to be operated by Green Dot Public Schools, a non-profit charter management organization (CMO). As such, School’s relationship with Green Dot Public Schools, is not subject to the procedures outlined in “Section 5.19 Third-Party Education Service Provider Contracts.” School is otherwise subject to “Section 5.19 Third-Party Education Service Provider Contracts” and, in all other instances, School and Green Dot Public Schools are bound by the terms of this agreement and all applicable laws.

#### **Section 5.19 Third-Party Education Service Provider Contracts**

- a. **Limit to Scope of ESP Contracting.** The School shall not, without written approval of the Commission, contract with an ESP to provide substantial educational services, management services, or both on behalf of the School. Substantial is defined as the assumption of responsibility for all or most of the educational, governance, or managerial components of a School’s operations.
- b. **Proposed ESP Contract.** At least 90 days before the proposed effective date of an ESP contract, the ESP and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Attachment 6: Education Service Provider (ESP) Contract Guidelines contains Education Service Provider Agreement Guidelines that the School

must observe. Within 24 hours of entering into the proposed contract, the School shall forward the proposed ESP contract to the Commission for review.

**c. Required ESP Contract Terms.** The proposed ESP contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the ESP's participation in the organization, operation and governance of the School.

**d. Review by Commission.** The Commission shall review the proposed ESP Contract and determine, within 60 days of receiving it from the School, whether it meets approval of the Commission. Approval will be contingent on satisfaction of the terms of RCW 28A.710.130(4) and evidence that the ESP contract will not detrimentally impact the School's viability, or violate the terms of this Contract or the law.

**e. Representation by Attorney.** The School shall be represented by an attorney during the negotiation of the proposed ESP Contract. Upon submission of the ESP contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

**f. Effect of ESP Contract.** The School will remain ultimately responsible and accountable for its legal and contractual obligations; an ESP contract will not relieve the School of those obligations.

### Section 5.20 Complaints

The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

### Section 5.21 Notification to Commission

**a. Timely Notification.** The School shall timely (within 24 hours) notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School that:
  - i. Results in suspension or termination;
  - ii. Arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or
  - iii. Is based on serious or repeated violations of law.
2. Any complaints filed, or action taken, against the School by any governmental agency.

**b. Immediate Notification.** The School shall immediately notify the Commission of any of the following:

1. Known conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. Non-compliance with the Applicant's legal obligations or Contract provisions;
3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
4. The arrest of any members of the Board or School employees for a crime punishable as a felony, crime involving a child, or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred;
5. Misappropriation of school funds;
6. A known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
7. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) corporation.

#### **Section 5.22 School Calendar**

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. By June 30th of each year, the School will develop a school calendar for the following year and submit it to the Commission. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

#### **Section 5.23 Litigation and Constitutional Challenges**

The Board shall, through web site postings and written notice with receipt acknowledged by signature of the recipient, advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.

#### **Section 5.24 Multiple School Applicants and Operators**

An Applicant that has been authorized to open one school must successfully execute its legal obligations to the satisfaction of the Commission before any subsequent school may open.

## ARTICLE VI: ENROLLMENT

### Section 6.1 Enrollment Policy

The School shall comply with Applicable Law and the enrollment policy approved by the Commission and incorporated into this agreement as Attachment 10: Enrollment Policy.

### Section 6.2 Maximum Enrollment

The maximum number of students who may be enrolled in the first year of operation of the School shall be 360 students, with an ability to exceed this amount by no more than 25 students, to the extent that the School's facility and staffing can accommodate such a number and maintain compliance with Applicable Law and the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

### Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

### Section 6.4 Decrease in Enrollment

The School shall immediately report a decrease in enrollment of 20%, or more, to the Commission.

### Section 6.5 Student Transfers and Exits

Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation described in this section.

### Section 6.6 Right to Remain

The School shall comply with the McKinney-Vento Act, 42 U.S.C. 11432 et seq. Students who fail to attend the School as required by RCW 28A.225.010 may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with chapter 28A.225 RCW, the provisions of the McKinney-Vento act, and Commission policy.

**ARTICLE VII: TUITION AND FEES**

**Section 7.1 Tuition Fees**

The School will not charge tuition. The School shall not charge fees except as allowed by Applicable Law.

## **ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY**

The School is required to implement, deliver, support, and maintain the design elements education program terms described in its Application.

### **Section 8.1 Educational Program Terms and Design Elements**

The School shall implement, deliver, support and maintain the essential design elements of its educational program, as described in its Application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in Attachment 4: Educational Program Terms and Design Elements.

### **Section 8.2 Material Revisions to the Educational Program Terms and Design Elements**

Material revisions and/or amendments to the essential design elements and education program terms shall require the Commission's pre-approval. Failure to implement, deliver, support and maintain the essential design elements of the School's educational program is a material and substantial breach of the Contract.

### **Section 8.3 Content Standards**

The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education. Standards that must be met by the school include, but are not limited to:

- a. Basic education, as defined in RCW 28A.150.200, .210 and .220;
- b. Instruction in the essential academic learning requirements and associated standards;
- c. Participation in, and performance on, statewide student assessments;
- d. Performance improvement goals and associated requirements;
- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

### **Section 8.4 Assessments**

The School shall participate in and properly administer the academic assessments required by OSPI, the State Board of Education, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Educational Program Terms and Design Elements. The School shall comply with all assessment protocols and requirements as established by the OSPI and the State Board of Education, maintain test security, and administer the tests consistent with all

relevant state and Commission requirements. The School shall follow OSPI's administration and security requirements associated with those tests being administered.

#### **Section 8.5 Graduation Requirements for High Schools**

The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

#### **Section 8.6 English Language Learners**

The School shall at all times comply with all Applicable Law governing the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), RCW 28A.150.220, RCW 28A.180.010 to 28A.180.080. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

#### **Section 8.7 Students with Disabilities**

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.



## **ARTICLE IX: FINANCIAL ACCOUNTABILITY**

### **Section 9.1 Legal and Accounting Compliance**

The School shall comply with all Applicable Law, including but not limited to, state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Commission or the state auditor, including annual audits for legal and fiscal compliance.

### **Section 9.2 Governance, Managerial and Financial Controls**

At all times, the School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to:

- a. Generally Accepted Accounting Principles and the capacity to implement them;
- b. A checking account;
- c. Adequate payroll procedures;
- d. An organizational chart;
- e. Procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year;
- f. Internal control procedures for cash receipts, cash disbursements and purchases;
- g. Procedures identified in the Application; and
- h. Maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

### **Section 9.3 Non-Commingling**

Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the School shall be tracked and accounted for separately.

### **Section 9.4 Encumbrances**

The School may issue secured and unsecured debt, including pledging, assigning or encumbering its assets to manage cash flow, improve operations, or finance the acquisition of real property or equipment. Provided that the School shall not:

- a. Encumber any public funds received or to be received pursuant to RCW 28A.710.220;
- b. Encumber its assets in a manner that will jeopardize its fiscal viability;
- c. Pledge the full faith and credit of the state or any political subdivision or agency of the state;

- d. Encumber other funds that contain a restriction or prohibition on such encumbrance; or
- e. Encumber any funds or assets in violation of the law.

#### **Section 9.5 Bank Accounts**

The School shall, upon request, provide the Commission with the name of each financial institution with which it holds an account along with the associated account number. At the election of the Commission, the School may be required to obtain documentation from all of the School's bank accounts or to sign a release and authorization that allows the financial institution to provide documents and information directly to the Commission.

#### **Section 9.6 Quarterly Reports**

The School shall prepare quarterly financial reports for the Commission in compliance with generally accepted accounting principles. Such reports shall be submitted to the Commission 45 days after the quarter end for quarters 1, 2 and 3 and 180 days after the year end. The form of the quarterly reports will be determined by the Commission. Fourth quarter and year end reports shall be submitted with the annual independent financial audit.

#### **Section 9.7 Accounting Methods and Records**

The School agrees to maintain financial records in accordance with generally accepted accounting principles and to make such records available promptly to the Commission upon request. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

#### **Section 9.8 State Accounting Requirements**

The School shall use and follow all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington. The School shall also comply with public school budget and accounting requirements, the Accounting Manual for School Districts and the Administrative Budgeting and Financial Reporting Handbook.

#### **Section 9.9 Financial Records and Separate Accounting**

The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate ledgers accounting for funds by funding source. Accounts must be reconciled on a monthly basis.

#### **Section 9.10 Location and Access**

The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of

any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained at for immediate access by the Commission and reasonable access by the public as required by law.

#### **Section 9.11 Filing and Notice**

The School shall comply with notice and filing requirements of non-profit corporations.

#### **Section 9.12 Disbursement Procedures**

The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

#### **Section 9.13 Compliance with Finance Requirements**

The School shall comply with all other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The School holds ultimate responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

#### **Section 9.14 Budget**

##### **Section 9.14.1 Annual Budget Statement**

The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

##### **Section 9.14.2 Annual Budgets**

On or before July 10th of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (September 1 through August 31st). The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format approved by the Commission;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;

- g.** Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h.** Balanced with expenditures, inter-fund transfers, or reserves not in excess of available revenues and beginning fund balances; and
- i.** Reconcile beginning fund balance on a budgetary basis. Schools with under 1,000 full-time equivalent students for the preceding fiscal year may make a uniform election to be on the cash basis of revenue and expenditure recognition, except for Debt Service Funds. All other schools shall be on the modified accrual basis for budgeting, accounting, and financial reporting. The School's reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements.

#### Section 9.14.3 School Funding

The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

## ARTICLE X: AUDITS

### Section 10.1 Audits

The School shall comply with all audit obligations imposed by law, but not limited to, audit requirements of the State Auditor's Office, audit requirements for non-profit corporations, and those imposed by the Commission. Within the scope of its responsibilities, the State Auditor's Office may conduct the following types of audits:

- a. Financial;
- b. Accountability;
- c. Federal single;
- d. Special investigation (includes fraud audit); and
- e. Performance.

The School must contract for an independent performance audit of the school to be conducted: (a) The second year immediately following the school's first full school year of operation; and (b) every three years thereafter. The performance audit must be conducted in accordance with the United States general accounting office government auditing standards.

The School shall be financially responsible for all costs associated with the audit(s). The Commission retains the discretion to require audits as it deems appropriate. The School shall provide the Commission with a copy of any audits prepared under this provision by the deadlines imposed by the Commission. Failure to comply with this provision shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

## **ARTICLE XI: SCHOOL FACILITIES**

### **Section 11.1 Accessibility**

The School facilities shall conform with Applicable Law governing public school facility access.

### **Section 11.2 Health and Safety**

The School facilities shall meet all Applicable Laws governing health, safety, occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment. Any known change in status or lapse into non-compliance with this provision must be immediately reported to the Commission.

### **Section 11.3 Location**

The School shall provide evidence that it has secured a location that is acceptable to the Commission by March 1, 2015. The school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant, contains the address and description of the approved facility.

### **Section 11.4 Construction/Renovation and Maintenance of Facilities**

The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all accessibility requirements contained in Applicable Law.

### **Section 11.5 Use of the Facility by the School**

The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility, or violate applicable state or federal law. The school shall have a policy regarding the use of the facility by third parties that is submitted to the Commission for approval.

### **Section 11.6 Inspections**

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all Applicable Law. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

### **Section 11.7 Impracticability of Use**

If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the

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Commission, subject to such terms and conditions as may be specified by the Commission. The Commission shall not be obligated to provide an alternative facility for use by the School.

## ARTICLE XII: EMPLOYMENT

### Section 12.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

### Section 12.2 Retirement Plan

The School's employees shall be members of the State of Washington's public employees' retirement system to the extent authorized by law.

### Section 12.3 Teacher Membership in Professional Organizations

Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

### Section 12.4 Background Checks

- a. The School will obtain and retain copies of fingerprint and background checks (record checks) through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.834, 10.97.030, and 10.97.050, and through the federal bureau of investigation before hiring an employee or allowing contractors and board members on school premises when the employee, board member, or contractor will have unsupervised access to children. This shall be an ongoing requirement; background checks will be renewed every two years to determine whether conduct has occurred post-employment. If the employee or contractor has had a record check within the previous two years, the school, may rely on the information contained in OSPI's record check data base to satisfy this requirement. When necessary, applicants may be employed on a conditional basis pending completion of the record check(s).
- b. Each year the School will conduct record checks on volunteers using the Washington Access to Criminal History (WATCH) program before the volunteer is allowed to have unsupervised access to children at the school, or during school sponsored or affiliated events. A copy of the results of the check shall be maintained by the school.
- c. The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.



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- d.** Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 108-30 WAC.

## **ARTICLE XIII: INSURANCE AND LEGAL LIABILITIES**

### **Section 13.1 Insurance**

The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- a. Comprehensive general liability: \$3,000,000
- b. Officers, directors and employees errors and omissions: \$50,000
- c. Professional liability insurance: \$1,000,000 per occurrence, plus \$3,000,000 for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sublimits must be approved by the Commission.
- d. Data Breach Insurance: \$1,000,000
- e. Property insurance: As required by landlord or lender
- f. Transportation/Motor vehicle liability (if appropriate): \$3,000,000 per occurrence, which must include coverage for bodily injury and property damage; any sublimits must be approved by the Commission. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of \$1,000 for collision and \$1,000 for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- g. Fidelity/Crime Coverage: \$500,000
- h. Workers' compensation: Prior to performing work under this Contract, the School shall provide or purchase industrial insurance coverage for its employees, as may be required of an "employer" as defined in RCW Title 51, and shall maintain full compliance with RCW Title 51 during the course of this Contract.

The Commission shall be named as an additional insured on all of these insurance policies. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents. Failure to maintain insurance coverage in at least the minimum limits required by this contract is grounds for revocation.

### **Section 13.2 Insurance Certification**

The School shall, by August 1<sup>st</sup> of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

### **Section 13.3 Risk Management**

Within 24 hours of identification of any pending or threatened claims or charges the School will inform the Commission and provide the Commission's counsel and risk manager with all notices of claims. In addition to satisfying its indemnification obligations, the School will cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

### **Section 13.4 Limitation of Liabilities**

In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

### **Section 13.5 Faith and/or Credit Contracts with Third Parties**

The School shall not have authority to extend the faith and credit of the Commission or the State of Washington to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

### **Section 13.6 Indemnification**

To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

## **ARTICLE XIV: OVERSIGHT AND ACCOUNTABILITY**

### **Section 14.1 School Performance Framework**

- a.** Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.
- b.** The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and as set out in this Contract. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.
- c.** The Commission will monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting will take place in accordance with the Commission's Master Calendar and required school data reporting per OSPI rules and policies.
- d.** The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide one basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.
- e.** The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Contract.
- f.** The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

### **Section 14.2 Performance Audits and Evaluation**

Annually, the school shall be subject to an annual review by the Commission or its designee.

#### **Section 14.2.1 Annual Performance Review**

The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to comply with obligations as indicated in Attachment 9: Identification of Documentation Required for Annual Performance Report.

The School agrees to make all documentation, records, staff, employees, or contractors promptly available to the Commission upon request.

#### **Section 14.2.2 Data and Reports**

The School shall promptly provide to the Commission any information, data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. When the request is for on-site inspection of records, prompt is defined as immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; adherence to this timeframe will be considered prompt.

The School shall also provide required documentation, data, information and reports include identified in Attachment 9: Identification of Documentation Required for Annual Performance Report by the deadlines identified in the Master Calendar.

The School shall submit all data, worksheets, reports and other information required by OSPI in accordance with the deadlines imposed by OSPI.

Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

#### **Section 14.3 Multiple School Applicant and Operator Oversight.**

Once an Applicant is operating more than one school, the Commission may require the Applicant to address identified concerns or deficiencies in all of its Schools without conducting an investigation or inquiry at each School. The revocation of one school's charter shall create a presumption that all other contracts with the Commission shall be revoked. The Applicant bears the burden of rebutting the presumption.

## **ARTICLE XV: COMMISSION'S RIGHTS AND RESPONSIBILITIES**

### **Section 15.1 Oversight and Enforcement**

The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

### **Section 15.2 Right to Review**

The Commission is a state educational agency with oversight and regulatory authority over the schools that it authorizes as provided by the provisions of chapter 28A.710 RCW. Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided; the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School.

### **Section 15.3 Inquiries and Investigations**

The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract. The Commission may gather information or evidence from any individual or entity with information or evidence that may be relevant to the inquiry or investigation.

### **Section 15.4 Notification of Perceived Problems**

The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless immediate revocation is warranted.

Updated: May 25, 2016

**Section 15.5 Other Legal Obligations**

Nothing in this Contract will be construed to alter or interfere with the Commission’s performance of any obligations imposed under federal or state law.

**Section 15.6 Oversight Fee**

The Commission shall be paid an authorizer oversight fee in accordance with RCW 28A.710.110 and associated rules adopted by the State Board of Education (SBE).

## **ARTICLE XVI: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION**

### **Section 16.1 Breach by the School**

Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations and adhere to the applicable procedures contained in chapter 28A.710 RCW, and its rules and procedures. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all Applicable Laws.

### **Section 16.2 Termination by the Commission**

This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW, and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management and/or school's lack of financial viability;
- d. Failure to provide the Commission with access to information and records;
- e. Substantial violation of any provision of Applicable Law;
- f. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School;
- h. It is discovered that the Applicant submitted inaccurate, incomplete or misleading information in its Application or in response to a Commission's request for information or documentation; or
- i. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

### **Section 16.3 Other Remedies**

The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the



timeframe specified by the Commission will constitute a material and substantial violation of the Contract. This provision shall be implemented in accordance with the chapter 28A.710 RCW and the associated rules and guidance issued by the Commission.

#### **Section 16.4 Termination by the School**

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

#### **Section 16.5 Invalid Provisions**

If any provision of this Contract or the legal authority for entering into the Contract is invalidated by the decision of any court or competent jurisdiction, the Commission shall determine whether any of the Contract provisions can be given effect in light of the decision and notify the Board of the extent to which the Contract can remain in effect without the invalid provision. If the Commission determines that the decision implicates the legal authority for entering into the Contract, or materially and substantially alters the Contract provisions, the Contract shall terminate on the date that the decision becomes final.

If the legal authority for entering into this Contract is invalidated, then this Contract shall immediately terminate when the Court's order becomes final.

#### **Section 16.6 Termination for Withdrawal of Authority**

In the event that the Commission's authority to perform any of its duties is limited in any way, such that it cannot perform its duties or obligations under law and/or this Contract, after the commencement of this Contract and prior to normal completion, the Commission may terminate this Contract, in whole or in part, by seven (7) calendar days or other appropriate time period written notice to Applicant.

#### **Section 16.7 Termination for Non-Allocation of Funds**

If funds are not allocated to continue this Contract in any future period, or it appears that the legislature may not enact a budget before the end of a fiscal year, the Commission may terminate or suspend this Contract by seven (7) calendar days, or other appropriate time period, written notice to the Board. No penalty shall accrue to the Commission in the even this section shall be exercised.

#### **Section 16.8 Termination for Conflict Of Interest**

Commission may terminate this Contract by written notice to Applicant if it is determined, after due notice and examination, that any party to this Contract has violated the ethics or conflicts of interest provisions of this Contract, or any other laws regarding ethics in public acquisitions and procurement and performance of contracts.

### **Section 16.9 Dissolution**

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

### **Section 16.10 Disposition of Assets upon Termination or Dissolution**

All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto. This provision shall survive the term of this contract.

## **ARTICLE XVII: MISCELLANEOUS PROVISIONS**

### **Section 17.1 Merger**

This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties and supersedes all previous agreements. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

### **Section 17.2 Amendments**

No amendment to this Contract will be valid unless ratified in writing by the Commission and the Board and executed by authorized representatives of the Parties.

### **Section 17.3 Governing Law and Enforceability**

This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

### **Section 17.4 No Waiver**

The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

### **Section 17.5 No Third-Party Beneficiary**

This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

### **Section 17.6 Non-Assignment**

Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

### **Section 17.7 Records Retention**

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the contract.

### **Section 17.8 Confidential Information**

- a. The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that that some of the information exchanged under this agreement will be confidential.

- b.** The term confidential information as used in this Contract means any and all information provide by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws codified at chapter 42.56 RCW. The term “confidential information” includes, but is not limited to:
- 1.** Any personally identifiable student-related information, including, but not limited to:
    - i.** Student names;
    - ii.** The name of a student’s parent or other family members;
    - iii.** Student addresses;
    - iv.** The address of a student’s family;
    - v.** Personal identifiers such as a student’s social security number or student number;
    - vi.** Personal characteristics that would make a student's identity easily traceable;
    - vii.** Any combination of information that would make a student's identity easily traceable;
    - viii.** Test results for schools and districts which test fewer than ten students in a grade level; and
    - ix.** Any other personally identifiable student related information, or portrayal of student related information in a personally identifiable manner. (See, in particular, RCW 42.56.230(1) which exempts personal information in files maintained for students in public schools from mandatory public disclosure; RCW 42.56.070 and 42.56.080 which recognize exemptions from mandatory public disclosure information contained in other statutes such as the federal FERPA and its implementing regulations which prohibit the unauthorized public disclosure and re-disclosure of “personally identifiable student information” in or from student “education records”; and the provisions of this contract.
- c.** Confidential information disclosed under this agreement will be used solely for legally authorized purposes including, but not limited to, the audit, evaluation of the School and associated compliance and enforcement activities.
- d.** Only employees of the parties, and legally authorized individuals, will have access to confidential information described in this agreement. Any re-disclosure of personally identifiable information will occur only as authorized under this agreement and 34 C.F.R. § 99.33.
- e.** Confidential information exchanged under this agreement will be destroyed when the purpose for which the information was required has been completed, and will not be duplicated or re-disclosed without specific authority to do so. Provided, however, that the parties must also comply with all legally imposed document retention requirements and litigation holds.
- f.** The parties will safeguard confidential information by developing and adhering to policies governing physical, electronic, and managerial safeguards against unauthorized access to and unauthorized disclosure of confidential information.
- g.** If a party receives a public records request, court order, or subpoena for Student Data, provided under this agreement the party shall, to the extent permitted by law, notify the other party within two

(2) business days of its receipt thereof, and will reasonably cooperate with the party in meeting FERPA obligations in complying with or responding to said public records request, subpoena, and/or court order.

#### **Section 17.9 Order of Precedence**

The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Law;
- b. Terms and Conditions of the Contract;
- c. Attachments; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

#### **Section 17.10 Taxes**

The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, contractors, staff and volunteers which shall be the sole liability of the School.

#### **Section 17.11 Waiver**

Waiver of any breach of any term or condition of this Contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Contract shall be held to be waived, modified, or deleted except by a written instrument signed by the parties.

#### **Section 17.12 Captions**

The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

#### **Section 17.13 Gender and Number**

The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

#### **Section 17.14 Solicitation and Response**

This Contract is entered into as a result of the approval of the application submitted by the School in response to the Commission's Request for Proposal (RFP). The RFP is attached as Attachment 11: Request for Proposals to this Contract and the School's application submitted in response to the RFP is attached as Attachment 12: Charter Public School Application to this Contract.

Updated: May 25, 2016

## ARTICLE XVIII: NOTICE

### Section 18.1 Notice

Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery, emailing, or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

Bree Dusseault  
210 S. Hudson Street  
Seattle, WA 98134

Joshua Halsey  
Washington Charter School Commission  
PO Box 40996  
Olympia, WA 98504-0996  
Joshua.Halsey@charterschool.wa.gov  
(360) 725-5511

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

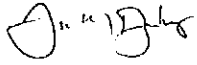
If a notice is received on a weekend or on a national or Washington state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective August 24, 2016.

APPROVED BY A QUORUM OF THE COMMISSION ON May 19, 2016:

 6/1/16  
\_\_\_\_\_  
Steve Sundquist, Chair  
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

  
\_\_\_\_\_  
Andrew Buhayar, President  
Green Dot Public Schools Washington

## **APPENDICES**

Attachment 1: Re-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Charter Public School Application

### Attachment 1: Re-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
<b>School Facility/Physical Plant:</b>			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	3/15	Previously verified, documents on file with Commission	Yes
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	3/31	Previously verified, documents on file with Commission	Yes
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	5/31	Previously verified, documents on file with Commission	Yes
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	8/1	Previously verified, documents on file with Commission	Yes
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	8/1	Previously verified, documents on file with Commission	Yes
<b>School Operations:</b>			
Board approved (with signature page and date) special education policies and procedures (2161 and 2161P). In addition, evidence of submission of policies and procedures to OSPI and approval from OSPI are on file	2/15	Previously verified, documents on file with	Yes



with the Commission.		Commission	
If the School wishes to offer a weighted enrollment preference for at-risk students or to children of full-time employees of the school if the employees' children reside within the state, the admissions policy must be approved by the Commission.	6/15		
The school has provided evidence of a uniform system of double-entry bookkeeping that is consistent with generally accepted accounting principles Generally Accepted Accounting Principles (GAAP).	4/14	Previously verified, documents on file with Commission	Yes
Copy of Employee Handbook and related employee communication which includes at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue In the event of disagreements.	6/15	Previously verified, documents on file with Commission	Yes
The school has provided evidence of a student handbook. Student Handbook must contain at a minimum the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy and Student Rights and Responsibilities.	6/30	Previously verified, documents on file with Commission	Yes
An annual school calendar approved by the Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	6/30		
Provide evidence that students representing 80% of the projected fall membership have enrolled, including name, address, grade and prior school attended.	7/15		

<p>The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School’s process is on file with the Commission.</p>	<p>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</p>
<p>The required Safe School Plan consistent with the school mapping information system pursuant to RCW 28A.320.125; RCW 36.28A.060, is on file with the Commission. For more information on a Safe School Plan, please visit: <a href="https://www.k12.wa.us/safetycenter/Planning/Manual.aspx">https://www.k12.wa.us/safetycenter/Planning/Manual.aspx</a></p>	<p>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</p>
<p>The School, through website posting and written notice with receipt acknowledge by signature of the recipient, must advise families of new, ongoing, and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations.</p>	<p>7/1</p>		
<p><b>PRE-OPENING SITE VISIT</b></p> <p>Prior to a School opening, Commission staff will conduct a site visit to verify that that school has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.</p>	<p>7/15</p>		
<p>State assessment schedule is on file with the Commission.</p>	<p>7/15</p>		
<p>The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to short-term suspensions, students with disabilities and a re-engagement plan.</p>	<p>8/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</p>
<p>An employee roster and proof of background check clearance for members of the Charter school board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.</p>	<p>8/1</p>		

The school has policy and procedures for requesting, maintaining, securing and forwarding student records.	8/1		
The school has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e. attendance logs).	8/1		
The school has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	8/1		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law.	8/1		
The school has provided evidence that the Civil Rights Compliance Coordinator, the Section 504 Coordinator, the Title IX Officer and the Harassment, Intimidation, Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.	8/1		
Provide evidence that all employees have completed training on child abuse and neglect reporting or has comparable experience.	8/15		
<b>School Governance:</b>			
Within two weeks of contract execution, charter school board members must submit a Personal Financial Affairs Statement to the Public Disclosure Commission. The Commission will confirm that each charter school board members has submitted their Statement with the Public Disclosure Commission.	2 weeks from execution of contract		
Charter school must submit annual board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on school website.	1/1		

Evidence that membership on the Board of Directors is complete and complies with the school's board bylaws (i.e. board roster with contact information for all board members, identification of officers, and term of service).	3/31		
Resume of each board member is on file with the Commission.	3/31		
Board Disclosure forms are complete and on file with the Commission.	3/31		
For School's whose 501c3 status was pending at the time of submission of the charter school application, the School must submit to the Commission verification of its 501c3 status once it has been approved by the Internal Revenue Service (IRS).	3/31	Previously verified, documents on file with Commission	Yes
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	5/31		
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation	7/1		
<b>Budget:</b>			
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	2/15	Exempt	
Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	5/15	Exempt	

<p>The School has provided evidence of an authorization process that identifies 1) individual(s) authorized to expend School funds and issue checks; 2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and 3) individual(s) responsible for review and monitoring of monthly budget reports.</p>	<p>7/1</p>	<p>Previously verified, documents on file with Commission</p>	<p>Yes</p>
<p>A copy of the annual budget (using the Commission budget form) adopted by the School Board is on file with the Commission.</p>	<p>7/10</p>		
<p>Submit an unaudited Quarter statement of income and expenses. School is required to use the Commission’s Budget and Quarterly report template to satisfy this requirement.</p>	<p>8/15</p>	<p>Exempt</p>	
<p>Provide proof of insurance as set forth in the Contract.</p>	<p>8/1</p>		

## Attachment 2: Governance Documents

**AMENDED AND RESTATED BYLAWS  
OF  
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**  
(a Washington 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 Washington as the Board of Directors ("Board") shall from time to time designate. The corporation may also have such other offices within the State of Washington 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.

#### 3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and nor 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 Initial Directors**

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

#### **3.4.2 Designation and Term**

GDPSN, acting through its Board of Directors, shall designate the Directors of the corporation. Each Director designated by GDPSN shall serve for such term of office as is specified by GDPSN and thereafter until removed or replaced.

#### **3.4.3 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. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

#### **3.4.4 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.

#### **3.4.5 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 Washington Nonprofit Act, or if the authorized number of Directors is increased, or if GDPSN fails to designate the authorized number of Directors to be designated by GDPSN.

In the event of any vacancy of the Board, the position of Director may be filled by GDPSN pursuant to Section 3 of this Article 3.4.2. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.



## ARTICLE 4. MEETINGS

### 4.1 Open Public Meetings Act

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act 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, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington 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 Open Public Meetings Act, 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 GDPSN'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 Request to Address the Board**

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

#### **4.4.5 Preparation of the Board Agenda**

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

#### **4.4.6 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.

#### **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) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
  - (b) 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
  - (c) 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 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, as defined by RCW 42.30.070, 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 of RCW 42.30.070 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 section 4.11, "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. 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 standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize 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 Audit Committee**

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the



Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

#### **5.1.4 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.



**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 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 meeting 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 Boards, 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 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 depositories 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 and the Treasurer to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

### **ARTICLE 7. CORPORATE RECORDS AND REPORTS**

#### **7.1 Public Records Requirements**

The corporation shall comply with the Public Records Act as set forth in RCW 42.56.

## **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 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. In addition, the corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

### **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 August 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 assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to RCW 28A.710.220 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 petition approved by a school district, these Bylaws may not be amended in a manner that materially alters

the charter, without the consent of the authorizing school district or other Washington legislative body, if such consent is required under the charter.

**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 Washington State ("Corporation"), a Washington non-profit 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 12, 2014** in compliance with the Bylaws of the Corporation at which a quorum of the Board was present and acting throughout the meeting.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Board Secretary

**RESOLUTIONS OF THE BOARD OF DIRECTORS  
OF GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE  
REGARDING ORGANIZATIONAL MATTERS**

The following resolutions are presented to the Board of Directors ("Board") of **GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE** ("Corporation"), a Washington State nonprofit corporation, at a regular meeting on June 12, 2014.

WHEREAS, the Board hereby consents to and adopts, as of the date set forth above, the following resolutions:

ACTIONS OF INCORPORATOR

RESOLVED, that all actions taken by the incorporator of the Corporation be hereby approved, adopted, ratified and confirmed as the valid and binding actions of the Corporation and that the Corporation shall indemnify and hold the incorporator harmless from any liability incurred by her on behalf of the Corporation.

RESOLVED, that the resignation of the incorporator of the Corporation is hereby accepted.

ARTICLES OF INCORPORATION

RESOLVED, that the Articles of Incorporation of the Corporation having been filed in the office of the State of Washington Secretary of State on November 14, 2013, are hereby approved.

AGENT FOR SERVICE OF PROCESS

RESOLVED, that the Executive Director, Brianna Dusseault, whose principal address is Washington State Charter Schools Association, McKinstry Innovations Center, 201 S. Hudson St., Seattle, WA 98134, is hereby confirmed as the Corporation's initial Agent for Service of Process.

BYLAWS

RESOLVED, that the Restated Bylaws of Green Dot Public Schools Washington State ("Bylaws") in the form presented to the Board and attached hereto are adopted and approved as the bylaws of the Corporation until amended or repealed.



BOARD MEMBER TERMS

WHEREAS, the Board desires to stagger the terms of its members.

RESOLVED, that, contingent upon formal approval from Green Dot Public Schools National, a California nonprofit public benefit corporation, the Board hereby confirms the membership of the Board and sets the following Board member terms:

<u>Name of Director</u>	<u>Term Ending</u>
Kaaren Andrews	December 31, 2014
Andrew Buhayar	December 31, 2015
Marguerite Kondracke	December 31, 2014
Kimberly Mitchell	December 31, 2015

ELECTION OF OFFICERS

WHEREAS, on November 20, 2013, the Board resolved to appoint, for a period of one year or until their successors are appointed and qualify: (1) Kimberly Mitchell as Chair; (2) Megan Quaile as Executive Director (President); and (3) Andrew Buhayar as Secretary.

RESOLVED, that the following persons are elected to the offices indicated to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold their respective offices until their resignation, removal or other disqualification from service or until their respective successors shall be elected and qualified:

Kimberly Mitchell	Chair
Marguerite Kondracke	Vice Chair
Andrew Buhayar	Secretary
Kaaren Andrews	Treasurer

RESOLVED, that Megan Quaile is elected to the office of President (and Executive Director) to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold this office until either of the following occurs first: (1) June 30, 2014; or (2) her resignation, removal or other disqualification from service or until her respective successors shall be elected and qualified.

RESOLVED, that Brianna Dusseault is elected to the office of President (and Executive Director) to serve at the pleasure of the Board and in accordance with the Bylaws of the Corporation and shall hold this office from July 1, 2014 until her resignation, removal or other disqualification from service or until her respective successors shall be elected and qualified.

LOCATION OF PRINCIPAL OFFICE

RESOLVED, that Washington State Charter Schools Association, McKinstry Innovations Center, 201 S. Hudson St., Seattle, WA 98134 is hereby designated and fixed as the principal office of the Corporation.

BANK AND BROKERAGE FIRM RESOLUTIONS

RESOLVED, that the Corporation establish in its name one or more bank deposit accounts and that the President or Treasurer of the Corporation be and is hereby authorized to establish such an account or accounts on terms and conditions agreed on with such bank;

RESOLVED FURTHER, that the President or Treasurer of the Corporation be and is hereby authorized to designate as depositories of the Corporation's funds one or more other banks, trust companies or other financial institutions, and to open, keep and close general and special accounts in such depository;

RESOLVED FURTHER, that the President or Treasurer be and is hereby authorized to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation, for the purpose of deposit, and may sign on the Corporation's behalf all checks, drafts, and other instruments of the Corporation to pay money, including instruments payable to the President; and

RESOLVED FURTHER, that the President or Treasurer of the Corporation be and is hereby authorized to execute, on behalf of the Corporation, all standard form resolutions required by all banks, trust companies and financial institutions.

SIGNATORIES

WHEREAS, the Board deems it to be in the best interest of GDPSWS to designate persons who shall have the authority to execute legal and financial documents specifically including, but not limited to, checks or other withdrawal instruments, deeds, contracts, purchase orders, mortgages, bonds, indemnity bonds, loan agreements, leases, security agreements, notes, financing statements, union collective bargaining agreements, employment agreements, partnership agreements, joint venture agreements, pleadings, and all other agreements, contracts, assignments, consents, waivers, certificates, guarantees, directions,

instruments, and other documents (collectively the "Legal and Financial Documents") for and in the name of GDPSWS.

WHEREAS, on November 20, 2013, the Board approved its Bylaws that authorize GDPSWS's Executive Director and Treasurer, acting alone, to execute any and all legal and financial documents for and in the name of GDPSWS.

RESOLVED, that Kimberly Mitchell, in her capacity as Chair, Brianna Dusseault, in her capacity as Executive Director, and Kaaren Andrews in her capacity as Treasurer, shall also have the specific authority, acting alone, to execute any and all legal and financial documents for and in the name of GDPSWS.

RESOLVED FURTHER, that only the three (3) persons named in this Resolution shall have the authority, acting with the Board, to execute a legal and financial document for and in the name of GDPSWS.

#### FISCAL YEAR

RESOLVED, that the fiscal year of the Corporation shall end on August 31st of each year.

#### CONFLICT OF INTEREST POLICY

RESOLVED, that the Conflict of Interest Policy in the form presented to the Board and attached hereto are adopted and approved as the conflict of interest policy of the Corporation until amended or repealed.

#### REQUIRED FILINGS

RESOLVED, that each of the officers of the Corporation is authorized and directed to make such filings and applications, to fulfill such legal requirements as are applicable to the Corporation or its business or to complete the organization of the Corporation and to file tax exemption applications with the State of Washington.

#### GENERAL AUTHORIZING RESOLUTION

RESOLVED, that the officers of the Corporation, and each of them, are hereby authorized and empowered, for and on behalf of the Corporation, to execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved,

and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

ADOPTED by the Board of Directors of Green Dot Public Schools Washington State during a regular meeting duly held on June 12, 2014, at which a quorum was present.

AYES:	<u>3</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>
ABSTAIN:	<u>0</u>

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED:   
Board Chairperson

Date: 6/14/14

ATTEST: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.


ADOPTED by the Board of Directors of Green Dot Public Schools Washington State during a regular meeting duly held on June 12, 2014, at which a quorum was present.

AYES:	<u>3</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>
ABSTAIN:	<u>0</u>

CERTIFIED AS A TRUE AND CORRECT COPY:

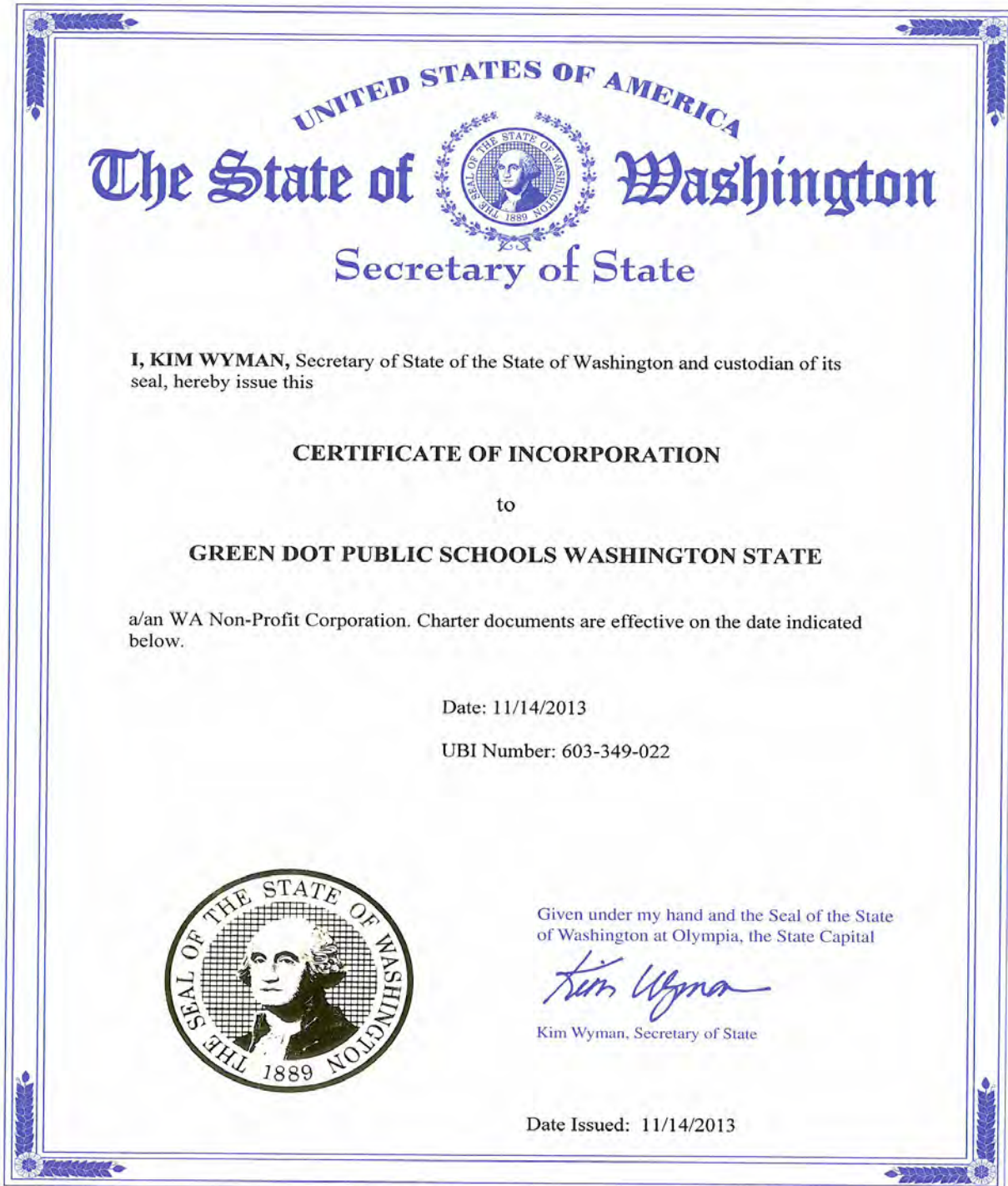
CERTIFIED: \_\_\_\_\_  
Board Chairperson

Date: \_\_\_\_\_

ATTEST:   
Board Secretary

Date: 6/12/2014





603349 022

FILED  
NOV 14 2013  
WA SECRETARY OF STATE

**ARTICLES OF INCORPORATION  
OF**

**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

**ARTICLE 1. NAME**

The name of the corporation is Green Dot Public Schools Washington State.

**ARTICLE 2. DURATION**

The duration of the corporation shall be perpetual.

**ARTICLE 3. PURPOSES AND POWERS**

**3.1 Purposes**

**3.1.1** The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

**3.1.2** To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

**3.2 Powers**

**3.2.1** In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or

incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

### **3.3 Limitations**

#### **3.3.1 Nonprofit Status**

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

#### **3.3.2 Distributions; Dissolution**

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### **3.3.3 Prohibited Activity**

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on



behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

### **3.4 Powers**

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) *exercise any and all powers* authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

## **ARTICLE 4. DIRECTORS**

### **4.1 Number**

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

#### 4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two (2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell  
Address:  
6114 Ravenna Ave. NE  
Seattle, WA 98115

Andrew M. Buhayar  
Address: 1504 19<sup>th</sup> Ave.  
Unit A  
Seattle, WA 98122

#### ARTICLE 5. NO MEMBERS

The corporation shall have no members.

#### ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

#### ARTICLE 7. INDEMNIFICATION

##### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,

partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

### **7.2 Restrictions on Indemnification**

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

### **7.3 Expenses Payable in Advance**

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.



**7.4 Written Statement Required and Right of Indemnified Person to Bring Suit**

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

**7.5 Procedures Exclusive**

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

**7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

**7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

**7.8 Indemnification of Employees and Agents of the Corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

**7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

**ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 2560 5<sup>th</sup> Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

**ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

**ARTICLE 10. INCORPORATOR**

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt  
Langfeldt Law, PLLC  
2560 5<sup>th</sup> Ave. W  
Seattle, WA 98119

DATED: November 14, 2013

  
\_\_\_\_\_  
Monica Langfeldt, Incorporator

**CONSENT TO APPOINTMENT AS REGISTERED AGENT**

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Heleca Langfeldt, Member  
(Signature)

Langfeldt Law, PLLC  
(Type or print name of agent)

2560 5<sup>th</sup> Ave W.  
(Street address of registered office)

Seattle, WA 98119  
(City, state and zip code)



James M. Dolliver Building  
801 Capitol Way South • PO Box 40234  
Olympia, WA 98504-0234  
Tel. 360.725.0377  
[www.sos.wa.gov/corps](http://www.sos.wa.gov/corps)

**Congratulations:**

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC  
2560 5TH AVE W  
SEATTLE, WA 98119

**IMPORTANT**

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.



INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 30 2014

GREEN DOT PUBLIC SCHOOLS WASHINGTON  
STATE  
C/O LANGFELDT LAW PLLC  
2650 5TH AVE W  
SEATTLE, WA 98119

Employer Identification Number:  
46-4128856  
DLN:  
17053326401013  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
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:  
November 14, 2013  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

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.


Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947

-2-

GREEN DOT PUBLIC SCHOOLS WASHINGTON

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 907

### Attachment 3: Board Roster and Disclosures

Board Roster						
Board Position	Full Name	Address	Phone	Email	Term Start	Term End
Co-Chair & Secretary	Andrew Buhayar	1504 19 <sup>th</sup> Ave, Unit A Seattle, WA 98122	773-398-0497	<a href="mailto:abuhayar@gmail.com">abuhayar@gmail.com</a>	11/17/2014	12/31/17
Secretary	Melannie Denise Cunningham	9041 Edgewater DR SW Lakewood, WA 98499	253-682-9264	<a href="mailto:cunninmd@plu.edu">cunninmd@plu.edu</a>	3/13/15	3/13/16
Board Member	Joe Hailey	9230 2 <sup>nd</sup> Ave SW Apt 625C Seattle, WA 98106	206.461-8454	<a href="mailto:JHailey@uwkc.org">JHailey@uwkc.org</a>	6/3/15	12/31/16
Co-Chair	Marguerite Kondracke	6234 Eagle Harbor Drive NE, Bainbridge Island, WA 98110	202-285-1405	<a href="mailto:Mwk56@outlook.com">Mwk56@outlook.com</a>	11/17/2014	12/31/16
Board Member	Victoria Woodards	747 Market Street, Room 1200 Tacoma, WA 98402	253-591-5470	<a href="mailto:Victoria.woodards@cityoftacoma.org">Victoria.woodards@cityoftacoma.org</a>	2/5/15	2/5/16
Board Member	Kelly Haughton	1228 38 <sup>th</sup> Ave Ct. NW Gig Harbor, WA 98335	253-313-1375	<a href="mailto:Kelly.haughton@gmail.com">Kelly.haughton@gmail.com</a>	5/25/16	12/13/17

**Charter Public School  
Board Member Disclosure Form**

Note: The purpose of this document is to provide disclosure. The Charter Public School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to the Commission.

**Background**

1. Full legal name:
2. I affirm that I am at least 18 years of age by the date of appointment to the Charter Public School Board.

Yes, I affirm.

3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:

- a. a misdemeanor related to honesty or trustworthiness, or
- b. a felony.

Does not apply to me.

Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

- 
- 
4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me.

Yes

### Board Member Disclosure Form (continued)

#### Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
  - Yes
- 
- 

2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
  - Yes. If yes, please provide additional information.
- 
- 

#### Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

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**Conflicts for Schools Contracting with an Educational Service Provider**

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
- Yes

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---

2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

---

---

**Other**

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the Washington Charter School Commission in regard to my application to serve as a member of the board of directors of the XX Charter Public School is true and correct in every respect.

---

Signature

Date

### Attachment 4: Educational Program Terms and Design Elements

<b>School Name:</b>	<b>Green Dot Public Schools Middle School Charter School</b>
<b>Mission:</b>	As with all Green Dot schools, the mission of the School is to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.
<b>Vision:</b>	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To provide a high-quality college preparatory education that prepares Washington students for success in college, leadership and life.</li> <li>• To provide effective and efficient operations and financial management in support of the school.</li> <li>• To provide transparent and quality governance for students and families.</li> </ul>
<b>Goals:</b>	Success for Green Dot Public Schools Washington State (“Green Dot Washington State”) will be measured across multiple facets of the model. First and foremost, Green Dot seeks academic growth for our students. In addition, we would look at measures of culture, including stakeholder feedback from teachers, students, families and staff. We will look at cultural data, including violations of the code of conduct, attendance rates and tardies. Lastly, we will take into account professional growth for teachers. Success requires a highly effective teacher in every classroom and Green Dot will support, grow and develop teachers to meet this standard. Green Dot will set rigorous performance targets for Green Dot Charter Middle School and support the school in achieving these ambitious goals.
<b>Education Program Term #1:</b>	Teaching and Instruction: Students will experience effective teaching aligned to our teaching framework and multiple assessments to measure growth and inform instruction.
<b>Education Program Term #2:</b>	College-going Culture: Students will experience college-going culture by participating in academic counseling, accessing college tours, and taking college preparatory core content.
<b>Education Program Term #3:</b>	Eliminating Barriers to Learning: Students will access the academic intervention, counseling and clinical services as necessary to break down the barriers to learning.
<b>Education Program Term #4:</b>	Promoting Leadership and Life Skills: Students will learn a broad set of tools to prepare them for college and beyond through student leadership opportunities, partnerships with community programs, and attending an Advisory program that will build students’ academic behaviors and college awareness.
<b>Education Program Term #5:</b>	
<b>Geographic Area Served:</b>	Tacoma/Pierce County

<b>Location:</b>	1301 East 34 <sup>th</sup> Street, Tacoma, WA 98404
<b>Grades Served 2016-2017:</b>	6 <sup>th</sup> and 7 <sup>th</sup>
<b>Grades Served at Capacity:</b>	6 <sup>th</sup> through 8 <sup>th</sup>
<b>Projected Enrollment 2015-2016:</b>	360
<b>Projected Enrollment at Capacity:</b>	600
<b>Virtual Program or Online Provider:</b>	N/A
<b>Educational Service Provider:</b>	N/A

**Note:** The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.



## Attachment 5: Conflict of Interest Policy

### CONFLICTS OF INTEREST POLICY

#### GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

##### Article I Purpose

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Washington State's ("GDPSWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPSWA 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 GDPSWA has a transaction or arrangement.
- b. A compensation arrangement with the GDPSWA or with any entity or individual with which the GDPSWA 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 GDPSWA 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 GDPSWA 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 GDPSWA'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 GDPSWA 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 GDPSWA 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 GDPSWA, 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 GDPSWA 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 GDPSWA 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.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to GDPSWA'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, GDPSWA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

## **Attachment 6: Education Service Provider (ESP) Contract Guidelines**

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
4. An ESP agreement shall not restrict the Contract school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's 1.operation provided that documentation for the fees and expenses are provided for Contract school board ratification.
7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract school's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.



10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.

13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract school board that the employment structure qualifies as employee leasing.

14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.

15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.

16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

## **Attachment 7: Physical Plant**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility until approved by the Commission and facility has been approved for occupancy by the appropriate state, county and city departments.

Physical Plan Description – See next page

Site Plans – Enclosed in attached document - *John Rogers – Site Plan*

Floor Plans – Enclosed in attached document - *Rogers Floor Plan*

Lease Agreement – Submitted to Commission on 3/1/2015 and enclosed in attached document *150106 – 1301 E 34<sup>th</sup> Street – Sublease v71 (Execution Copy)*

Certificate of Use and Occupancy - Certificate of Use enclosed in attached document *JR Project Approval\_GreenDot*; Certificate of Occupancy due on 8/1/2015



## Charter School

### Physical Plan Description

1. The address and a description of the site and physical plant (the “Site”) of **Destiny Charter Middle School** charter school (the “School”) is as follows:

Address: 1301 East 34<sup>th</sup> Street, Tacoma, WA 98404

Description: PCSD Tacoma Facilities II LLC (“PCSD LLC”), a Washington State limited liability company and wholly owned subsidiary of Washington Charter School Development, Inc. (“WCSD”) signed a 30 year lease with the owners of the John Rogers School property (the “Property”) in Tacoma, Washington. PCSD LLC will improve the existing facilities on the Property to accommodate a new 600 seat charter middle school to be operated by Green Dot Public Schools Washington State.

Configuration of Grade Levels: Grades 6 to 8

Term of Use: Term of Contract

2. The following information about this site is provided on the following pages, or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Washington State.
  - a. Narrative description of physical plant Submitted to the Commission on 3/1/15, document entitled: *150219 – Project Summary – Green Dot MS (fka Rogers Elementary)*
  - b. Size of building: 44,157 sq ft
  - c. Scaled floor plan: See enclosed document *Rogers Floor Plans*
  - d. Copy of executed lease or purchase agreement - Submitted to the Commission on 3/1/15, document entitled: *150106 - 1301 E 34th Street - Sublease v7 1 (Execution Copy)*
3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a charter public school in this state until it has obtained the necessary fire, health and safety approvals for the above described facilities. These approvals must be provided by the School to the Commission’s Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a charter public school.

Green Dot agrees. Per the project description timeline, occupancy is expected August 1, 2015 upon which all necessary permits will be approved.

4. If the Site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School's physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2 and 3 of this Attachment. The School shall not conduct classes as a charter public school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.
  
5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the Site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at the Site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

## Attachment 8: Statement of Assurances

### STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school.

As the duly authorized representative of the charter public school (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: Green Dot Destiny are accurate and true to the best of my knowledge and belief; and further, I certify and assure that:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with the Washington State Charter School Commission;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
  - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
  - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
  - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
  - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
  - e. Compliance with the Every Child Succeeds Act and the No Child Left Behind Act, to the extent that NCLS provisions remain active, including but not limited to, provisions on school prayer, the

Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;

f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);

g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and

h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).

i. McKinney-Vento homeless assistance act of 1987 (42 U.S.C. Sec. 11431 et seq.

4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;

5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;

6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;

9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;

10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;

12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;
13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire non-certificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203 (7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;

22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;
26. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
31. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
32. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
33. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;

34. The School shall meet any reasonable preopening and/or reopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;
35. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
36. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
37. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
38. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;
39. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;
40. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
41. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
42. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
43. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.
44. The School will notify families of current and prospective students of any ongoing litigation challenging the constitutionality of charter schools or that may require charter schools to cease operations through web site postings and written notice with signed acknowledgement of receipt.



45. Board members will complete the financial affairs statement disclosures as required by law and address any conflicts identified by such disclosure.

46. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

47. All of the information contained in the Application reflects the original work of the applicant; no portion of the application was copied or plagiarized.

48. These assurances are made by the Board through its duly authorized representative. The Board has reviewed and discussed these assurances and passed a motion affirming current and future compliance with these assurances.

Destiny Middle School

NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

June 1, 2016

DATE

Andrew Buhayar

NAME OF DULY AUTHORIZED REPRESENTATIVE

## **Attachment 9: Identification of Documentation Required for Annual Performance Report**

The Commission will require submission of, or access to materials or data from the school for oversight and accountability of the school.

Pursuant to RCW 28A.710.040(2)(f), the school shall publish annually for delivery to the Commission and each parent with children enrolled in the school a school performance report in model form under RCW 28A.655.110. The school performance report shall include, but is not limited to:

- A brief statement of the mission of the school and the school district;
- Enrollment statistics including student demographics;
- Expenditures per pupil for the school year;
- A summary of student scores on all mandated tests and interim assessment measures;
- A concise annual budget report;
- Student attendance, graduation, and dropout rates;
- Information regarding the use and condition of the school building or buildings;
- A brief description of the learning improvement plans for the school;
- A summary of the feedback from parents and community members obtained under RCW [28A.655.115](#); and an invitation to all parents and citizens to participate in school activities.

### **Performance Review and Ongoing Oversight**

The school must also provide any documents, data or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

## Attachment 10: Enrollment Policy

### Enrollment Policy

#### Nondiscrimination Statement

Green Dot Public Schools Washington State (GDPSWS) does not discriminate in any programs or activities, including enrollment, on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

#### Enrollment Process

##### **Admissions for Independent Charters**

GDPSWS operates independent charter schools in Washington State.

An “Independent Charter School”, as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

Independent charters are open to all students. Students must fill out a lottery form and meet all deadlines for the application process. If the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery will determine enrollment.

##### **Lottery Forms**

All students, including siblings, need to turn their lottery form in prior to the lottery deadline to be eligible for enrollment. Existing students will be exempt from the public random lottery. Preference will be provided to students with siblings currently attending a GDPSWS school.

Lottery forms received after the lottery deadline will **be** placed on the waitlist in the order they were received.

##### **Sibling Preference**

Sibling Preference is defined as:

- Siblings of a currently enrolled student at any grade level are eligible to receive admissions preference to the same GDPSWS
- Siblings must share at least one biological parent or legal guardian.

#### Recommended Lottery Process

At the lottery, a presentation will be made in English, with translation services made available in other languages as needed, to all interested parties about the lottery process and rules. The school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants. If the school uses a manual system, it will follow these procedures:

- Each applicant's name and birthdate will be put on a card. Each card will be identical in size, shape and weight.
- The cards will be put into a container or lottery device that will mix them.
- The cards will be drawn from the container randomly.
- Two separate observers will collect lottery cards and enter the results into an electronic database. The database will be double checked to the physical cards to ensure accuracy.

In both the automated online and manual lotteries, applicants will be admitted to the school in the order they are drawn, up to the grade level capacity.

- The school reserves the right to select more than the applicable 6th grade or 9<sup>th</sup> 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 (more than 20% or 100 students, whichever is less, above the enrollment capacity).
- Should the Principal elect to enroll more students than the grade level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described.
- All lottery cards and databases will be kept on file by the school or GDPSWS.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist.

If we have not received confirmation within two weeks, the student will be dropped and a student on the waitlist will be offered placement.

#### Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available, even if the student is enrolled in another GDPSWS school.

If vacancies should arise during the school year, the school will notify parents/guardians of applicants on the waitlist. Typically, multiple phone calls on different days are made, with accompanying documentation made available to the parents/guardians. If parents/guardians of applicants do not respond within ten calendar days, the next applicant's parents/guardians will be contacted and the previously contacted applicant may be removed from the waitlist.

#### Required Enrollment Documents

GDPSW requests the following document to secure enrollment:

- **Completed New Student Enrollment Packet**
- **Photo ID of Parent/Guardian**
- **Proof of Birth** (*documented by one of the following*):
  - Birth Certificate
  - Passport/Visa
  - Affidavit
- **Immunization Records**
- **Records from Previous School**
- **OSPI Home Language Survey**
- **Individualized Education Plan (IEP)** (*If Applicable*)
- **Section 504 Plan** (*If Applicable*)

GDPSW may require students or their parents to provide proof of residence within the state of Washington, such as copies of phone and water bills or lease agreements. GDPSWS will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for GDPSWS services if the student does not have a legal residence. GDPSWS will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

**Attachment 11: Request for Proposals**

# **WASHINGTON STATE CHARTER SCHOOL COMMISSION: REQUEST FOR PROPOSALS**

Issue Date: September 22, 2013

Due Date: November 22, 2013 5:00PM PST



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## Introduction

The Washington State Charter School Commission (the Commission) was created in 2013, after the approval of Initiative 1240, to serve as a statewide charter school authorizer. The nine-member commission is tasked with running a process to approve new charter schools and effectively monitoring the schools it authorizes through ongoing oversight. Per the Charter Schools Act, the Commission has established its strategic vision for authorizing to guide its work:

*The Washington State Charter School Commission seeks to authorize high quality schools that will significantly improve student outcomes, particularly for at-risk students. The Commission will hold schools accountable for student learning using multiple measures of student achievement.*

*The Commission seeks to build a diverse portfolio of school delivery models that expands the authority of teachers and school leaders and encourages and accelerates the identification and use of best practices in teaching and learning. It also seeks to develop, test, and document innovative new ideas that can be replicated in other Washington schools.*

*The Commission expects schools to have authentic and sustainable connections to the communities they serve. These connections are evidenced by strong commitments from community and business stakeholders, systems for ensuring cultural sensitivity, and responsiveness to all students and their families, and effective, engaged governance boards.*

The Charter Schools Act requires the Commission to annually issue a Request for Proposals (RFP) to open new charter schools. Through the issuance of this RFP the Commission seeks proposals to open new high-quality charter schools that are aligned with its strategic vision throughout the state of Washington. To that end, the Commission has worked closely with a national third-party, the National Association of Charter School Authorizers (NACSA), to develop a rigorous, thorough, and transparent application and review process.

### **Eligibility**

By law, only non-profit organizations may operate charter schools in the state of Washington. An applicant must be either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)). The nonprofit corporation may not be a sectarian or religious organization and must meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220. Additionally, contracts for management operation of a charter school may only be with nonprofit organizations.

# Administrative Requirements

## Reservation of Rights

The Commission reserves the right to reject any and all Responses bids for any reason, reissue the solicitation, or cancel the solicitation, as deemed appropriate by the Commission.

## RFP Coordinator (Proper Communication)

Upon release of this RFP, all Applicant communications concerning this solicitation must be directed to the RFP Coordinator listed below. Unauthorized contact regarding this solicitation with other state employees or representatives involved with the solicitation may result in disqualification. All oral communications will be considered unofficial and non-binding on the State. Applicants should rely only on written statements issued by the RFP Coordinator.

RaShelle Davis, RFP Coordinator  
Washington Charter School Commission  
Governor’s Policy Office  
PO Box 43113  
Olympia, WA 98504-3113

Telephone: 360.902.0551  
E-mail: [RaShelle.Davis@gov.wa.gov](mailto:RaShelle.Davis@gov.wa.gov)

## Applicant Questions

Applicant questions regarding this RFP will be allowed consistent with the respective dates and times specified in the *Timeline*. All Applicant questions must be submitted in writing (e-mail acceptable) to the RFP Coordinator. Official written Commission responses will be provided for Applicant questions received by the respective deadlines. Written responses to Applicant questions will be posted on the Commission website at <http://www.governor.wa.gov/issues/education/commission/>

Key Contacts	
For questions regarding the Commission, its policies and authorizing practices, Washington State Charter Law and other local concerns:	Rashelle Davis, <a href="mailto:rashelle.davis@gov.wa.gov">rashelle.davis@gov.wa.gov</a>
For questions regarding application submission (including the online portal, template documents, etc.):	Kristen Vandawalker, <a href="mailto:kristenv@qualitycharters.org">kristenv@qualitycharters.org</a> (copy Carly Bolger, <a href="mailto:carlyb@qualitycharters.org">carlyb@qualitycharters.org</a> )
For questions regarding the application process, timeline, and RFP content:	Carly Bolger, <a href="mailto:carlyb@qualitycharters.org">carlyb@qualitycharters.org</a>

The Applicant that submitted the questions will not be identified. Verbal responses to questions will be considered unofficial and non-binding. Only written responses posted to the Commission web site listed above will be considered official and binding.

## Applicant Comments Invited

Applicants are encouraged to review the requirements of this RFP carefully, and submit any comments and recommendations to the RFP Coordinator. Where requirements appear to prohibit or restrict your firm's participation, an explanation of the issue with suggested alternative language should be submitted in writing to the RFP Coordinator by the deadline for Applicant Questions and Comments in the *Timeline*.

## Applicant Questions or Complaints Regarding Requirements and Specifications

Applicants are expected to raise any questions, exceptions, or requested additions they have concerning the RFP requirements early in the RFP process. Applicants may submit specific complaints to the RFP Coordinator if the Applicant believes the RFP contains inadequate or improper criteria or that the solicitation evaluation process unnecessarily restricts competition is flawed or unfair.

The complaint must be made in writing to the RFP Coordinator before the Applicant Complaints due date set forth in the *Timeline*. The Complaint should clearly articulate the basis for the complaint and include a proposed remedy. Complaints already raised may not be raised again during the protest period.

The solicitation process will continue while complaints are being reviewed and responses are occurring.

Should an Applicant complaint identify a change that would be in the best interest of the State to make, the Commission may modify this RFP accordingly. The modification to the RFP will be in writing and made in the form of an amendment to the RFP.

The Commission decision on a complaint is final and no further administrative appeal is available.

## Delivery of Responses

The Response, in its entirety, must be received by Commission no later than the time indicated in the *Timeline*. All Responses must be submitted using the Review Room platform, with hard copies mailed to the RFP Coordinator. Submissions and time stamped when the submissions are uploaded to Review Room. No submissions will be accepted after the deadline.

**Applicants should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. Late Responses will not be accepted and will be automatically disqualified from further consideration.**

Commission assumes no responsibility for delays caused by Applicant's technical difficulties, network problems or any other party.

**All proposals and any accompanying documentation become the property of Commission and will not be returned.**

**Responses may not be transmitted using facsimile transmission.**

## Response Contents

The Response must contain information responding to all requirements in the RFP. Applicant Certification and Assurances with Applicant's exceptions and/or proposed revisions to the Proposed Master Contract must be attached, if applicable, and must include the signature (or electronic verification) of an authorized Applicant representative on all required documents.

Failure to provide any requested information may result in disqualification of the Applicant.

## Proposal Format and Organization

Proposals must be written in English and submitted using the Review Room platform.

Signatures – Documents requiring signatures must be signed by a representative authorized to bind the Applicant to their proposal. After documents that require signatures are completed and signed the document should be scanned into a separate file, in *.bmp*, *.jpg*, *.tiff*, or PDF format.

Response/answers should be clearly linked to the RFP sections to which they pertain. Applicants should follow the numbering scheme used in the RFP.

## Cost of Response Preparation

Commission will not reimburse Applicants for any costs associated with preparing or presenting a Response to this RFP.

## Response Property of Commission

All materials submitted in response to this solicitation become the property of Commission. Commission has the right to use any of the ideas presented in any material offered. Selection or rejection of a Response does not affect this right.

## Proprietary or Confidential Information

Any information in the proposal that the Applicant desires to claim as proprietary and exempt from disclosure under the provisions of Chapter 42.56 RCW, or other state or federal law that provides for the nondisclosure of your document, must be clearly designated. Each page containing the information claimed to be exempt from disclosure must be identified by the words "Proprietary Information" printed on the lower right hand corner of the page. **Marking the entire Response as proprietary, confidential, or exempt from disclosure will not be honored.** Applicants must state clearly in their response whether their Response contains any proprietary or confidential information.

To the extent consistent with chapter 42.56 RCW, the Public Disclosure Act, Commission shall maintain the confidentiality of Applicant's information marked confidential or proprietary. If a request is made to view Applicant's proprietary information, Commission will notify the Applicant of the request and of the date that the records will be released to the requester unless Applicant obtains a court order enjoining that disclosure. If Applicant fails to obtain the court order enjoining disclosure, Commission will release the requested information on the date specified.

The State's sole responsibility shall be limited to maintaining the above data in a secure area and to notify Applicant of any request(s) for disclosure for so long as Commission retains Applicant's information in Commission records. Failure to so label such materials or failure to timely respond after notice of request for public disclosure has been given shall be deemed a waiver by Applicant of any claim that such materials are exempt from disclosure.

## Waiver of Minor Administrative Irregularities

Commission reserves the right to waive minor administrative irregularities contained in any Response.

## Errors in Response

Applicants are liable for all errors or omissions contained in their Responses. Applicants will not be allowed to alter Response documents after the deadline for Response submission. Commission is not liable for any errors in Responses. Commission reserves the right to contact Applicant for clarification of Response contents; this may occur through the interview process. Information provided during the interview process will be considered in conjunction with the written Response to evaluate the Applicant's proposal.

## Amendments and Revisions

Commission reserves the right to revise the Schedule or other portions of this RFP at any time. Commission may correct errors in the solicitation document identified by Commission or an Applicant. Any changes or corrections will be by one or more written amendment(s), dated, and posted with this solicitation document on the Commission website at <http://www.governor.wa.gov/issues/education/commission/>

**Applicants are responsible for checking this site for changes and should do so frequently.**

Commission will not be responsible for notifying Applicants of changes in any other manner. All changes must be authorized and issued in writing by the RFP Coordinator. If there is any conflict between amendments, or between an amendment and the RFP, whichever document was issued last in time shall be controlling.

## Incorporation of Documents into Contract

This solicitation document, including any amendments or revisions, and the Response will be incorporated into any resulting Contract, unless otherwise indicated in the contract.

## No Obligation to Contract

Commission reserves the right to refrain from selecting or contracting with any and all Applicants.

## Withdrawal of Response

Applicants may withdraw a Response that has been submitted at any time up to the Response due date and time (identified on the *Timeline*). To accomplish Response withdrawal, a written request signed by an authorized representative of Applicant must be submitted to the RFP Coordinator. After withdrawing a previously submitted Response, Applicant may submit another Response at any time up to the Response submission deadline.



## Optional Applicant Debriefing

Only Applicants who submit a Response may request an optional debriefing conference to discuss the evaluation of their Response. The requested debriefing conference must occur within the date range specified in the *Timeline*. The request must be in writing (e-mail acceptable) and addressed to the RFP Coordinator.

The optional debriefing will not include any comparison between the Response and any other Responses submitted. However, Commission, or its representative, will discuss the factors considered in the evaluation of the requesting the Response and address questions and concerns about Applicant's performance with regard to the solicitation requirements.

## Protest Procedures

Only Applicants who have submitted a Response to this solicitation and have had a debriefing conference may make protests. Upon completion of the debriefing conference, a Applicant is allowed five (5) Business Days to file a formal protest of the solicitation with the RFP Coordinator.

Protests must be received by the RFP Coordinator no later than 4:30 PM, local time, in Olympia, Washington on the fifth business day following the debriefing. Protests may be submitted by e-mail but must be followed by the document with an original signature.

**Applicants submitting protests shall follow the procedures described below. Protests that do not follow these procedures shall not be considered. This protest procedure constitutes the sole administrative remedy available to Applicants under this procurement.**

**All protests must be in writing, addressed to the RFP Coordinator, and signed by the protesting party or an authorized Agent. The protest must state the RFP number, the grounds for the protest with specific facts and complete statements of the action(s) being protested. A description of the relief or corrective action being requested should also be included.**

**Only protests stipulating an issue of fact concerning the following subjects shall be considered:**

- **A matter of bias, discrimination or conflict of interest on the part of an evaluator;**
- **Errors in computing the score;**
- **Non-compliance with procedures described in the procurement document or Commission policy.**

Protests not based on procedural matters will not be considered. Protests must clearly articulate the basis for the complaint and should include a proposed remedy.

Protests will be rejected as without merit if they address issues such as: 1) an evaluator's professional judgment on the quality of a proposal, or 2) Commission's assessment of its own and/or other agencies or communities' needs or requirements.

**Upon receipt of a protest, a protest review will be held by the Commission. A person who was not involved in the procurement will consider the record and all available facts and issue a decision within five (5) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the delay.**

In the event a protest may affect the interest of another Applicant that also submitted a proposal, such Applicant will be given an opportunity to submit its views and any relevant information on the protest to the RFP Coordinator.

**The final determination of the protest shall:**

- **Find the protest lacking in merit and uphold the Commission’s action; or**
- **Find only technical or harmless errors in the Commission’s acquisition process and determine the Commission to be in substantial compliance and reject the protest; or**
- **Find merit in the protest and provide the Commission options which may include:**
  - **Correct the errors and re-evaluate all proposals, and/or**
  - Reissue the solicitation document and begin a new process, or**
  - Make other findings and determine other courses of action as appropriate.**

**If the Commission determines that the protest is without merit, the Commission will enter into a contract with the apparently successful contractor. If the protest is determined to have merit, one of the alternatives noted in the preceding paragraph will be taken.**

## **Notification of Approval of Application**

All Applicants responding to this solicitation will be notified by e-mail after a decision has been made to approve and Application. The date of notification will be the date the e-mail is sent.

## **Electronic Availability**

The contents of this RFP and any amendments or revisions and written answers to questions will be available at <http://www.governor.wa.gov/issues/education/commission/>. **Applicants are responsible for checking this site for notices and changes and should do so frequently.**

## **Revisions to the RFP**

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via e-mail to all individuals, who have made the RFP Coordinator aware of their interest. Addenda will also be published on <http://www.governor.wa.gov/issues/education/commission/>. For this purpose, the published questions and answers and any other pertinent information shall be provided as an addendum to the RFP and will be placed on the website.

If you downloaded this RFP from the Agency website located at: <http://www.governor.wa.gov/issues/education/commission/> you are responsible for sending your name, e-mail address, and telephone number to the RFP Coordinator in order for your organization to receive any RFP addenda.

The Commission also reserves the right to cancel or to reissue the RFP in whole or in part, prior to execution of a contract.

## **Minority & Women-Owned Business Participation**

In accordance with chapter 39.19 RCW, the state of Washington encourages participation in all of its contracts by organizations certified by the Office of Minority and Women’s Business Enterprises

(OMWBE). Participation may be either on a direct basis in response to this solicitation or on a subcontractor basis. However, no preference will be included in the evaluation of proposals, no minimum level of MWBE participation shall be required as a condition for receiving an award, and proposals will not be rejected or considered non-responsive on that basis.

## **Terms and Provision of the Sample Contract**

**Submission of an Application constitutes acceptance of the solicitation contents and the attached sample contract constitutes acceptance of all terms and requirements stated therein. The sample contract, which is incorporated by reference, is located on the Commission’s website and on the Review Room portal.**

## Guidelines for Submission

Opening a new charter school that is prepared to be successful on day one requires investment in a thoughtful process to address the requirements to ensure a highly effective charter school. This Request for Proposals (RFP) requires information that will allow the Commission to consider and determine if the proposal presents a school that is sufficiently well planned and researched – and that it not only has a compelling and rigorous academic model but that it is fiscally and operationally sound, as well. The RFP also seeks information that will allow the Commission to assess the capacity of the founding team to successfully implement the proposed plan.

In order for a thorough and rigorous review to occur, all applicants must respond to all questions and requests for information contained in this RFP. Failure to address all questions may result in the application being deemed incomplete and ineligible for review. Additionally, applicants are encouraged to reference the Evaluation Rubric when preparing their proposals to ensure that the responses address all of the evaluation criteria. For information on how approved schools will be evaluated once they have opened, applicants should reference the Commission’s performance framework (Chapter 108-30 WAC) which is available on the website, and incorporated by reference. All applicants must submit a letter of intent, using the template provided in Fluid Review, no later than 5:00PM PST on October 22, 2013. All application materials must be submitted no later than **5:00pm PST on November 22, 2013**. Commission rules governing the RFP application and approval process (Chapters 108-10 and 108-20 WAC) are incorporated by reference and available on the Commission’s website. All applicants must initially submit their proposals electronically. For the 2013 RFP all electronic submission must be uploaded to the online application portal, hosted by Fluid Review at <http://wscsc-charterapp.fluidreview.com>, by the deadline. Orientation sessions covering the application process and online submission process will be conducted via webinar on September 30 and October 7, 2013. It is *strongly* encouraged that all prospective applicants attend one of these sessions to ensure that all submissions are made correctly, completely, and on time.

### Online Submission Instructions

1. **Develop your application materials using the Fluid Review templates. The online application portal, with template documents and instructions, will be available no later than September 30, 2013.** In the interim, you may begin developing application content in standard MS Word format. Any such content can subsequently be pasted into the template documents and uploaded via the standard process. You will upload each element of the application (cover sheet, narrative, attachments, etc.) separately.
2. Upload each of your documents to the online application system at <http://wscsc-charterapp.fluidreview.com>. **Be sure to upload the documents in the file format specified.** An overview of how to use Fluid Review will be included in the orientation sessions for applicants.
3. You may SUBMIT your application after you have uploaded all required documents. Fluid Review will not allow you to SUBMIT your application until you have met these requirements.
4. Once the system has accepted your SUBMIT command, your application will be both submitted and locked. You will not be able to make additional revisions.

5. **Fluid Review will automatically shut down access to all applications at 5:00PM PST on November 22, 2013.** Applications not SUBMITTED, including applications that are partially uploaded, will not be accepted.

Once the electronic submission is received and a completeness determination has been issued, all eligible applicants must submit **10 complete hard copies, prepared following the guidance provided by the Commission, to:**

Rashelle Davis  
Governor's Policy Office  
PO Box 43113  
Olympia, WA 98504-3113

## Specifications

- Applicants **MUST** submit applications electronically through the Fluid Review platform and must use the following templates:
  - Proposal Coversheet and Enrollment Projection Template-ALL APPLICANTS (MS Word Document)
  - Proposal Narrative Template-ALL APPLICANTS (MS Word Document)
  - Staffing Chart Template-ALL APPLICANTS (MS Word Document)
  - Charter School Board Member Information Sheet Template-ALL APPLICANTS (MS Word Document)
  - Financial Plan Workbook-ALL APPLICANTS (MS Excel Document)
  - Portfolio Summary Template-EXISTING OPERATORS ONLY (MS Excel Document)
- Observe all page limits. Although page limits are not mandatory, they should be adhered to as closely as possible. Page limits do **NOT** include attachments.
- All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in the designated spaces in the templates.
- Each major section of the proposal (Executive Summary, Education Program, etc.) must begin on a separate page, as indicated in the template document.
- If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
- All required attachments should be uploaded in the file format specified.
- The following is a list of attachments to accompany the application. Note that not all attachments will be mandatory for all applicants. It is the responsibility of the applicant to ensure they submit all relevant attachments:
  1. Background check authorization
  2. Course scope and sequence
  3. Curriculum development plan
  4. Exit standards for graduation
  5. School calendar & schedule
  6. Enrollment policy
  7. Discipline policy
  8. Conversion support petitions
  9. Evidence of community support
  10. School leader resume and/or job description

11. Leadership team job descriptions and/or resumes
12. Governance documents
13. Organizational charts
14. Board member documents
15. Code of ethics and conflict of interest policy
16. ESP contract term sheet
17. Staffing chart
18. Leadership evaluation tools
19. Teacher evaluation tools
20. Facility documents
21. Start-up plan
22. Insurance coverage
23. Financial plan workbook
24. Budget narrative
25. Portfolio Summary Template

- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.).
- Review all elements of your application for completeness before submitting.
- Late or incorrectly formatted submissions will not be accepted.
- All applications will be reviewed for completeness before they are accepted and distributed to evaluation teams. If an application is found to be incomplete or incorrectly formatted, the applicant will have 24 hours to satisfactorily rectify the identified issues and resubmit their application. Applicants failing to rectify the issue within the allotted time will not continue in the 2013 application process; all applicants are welcome to reapply in future years.

## Timeline

Below represents the timeline for the 2013 RFP process. The deadlines and due dates are mandatory and non negotiable. *Failure to meet the RFP submission deadline will result in disqualification from participation.* All times are Pacific Standard Time. The Commission reserves the right to revise the schedule; in the event of a change, it will be posted on the Commission’s website and all applicants will receive email notification.

Date	Activity
September 22, 2013	RFP Released
September 30, 2013	Online application portal launch. Applications will only be accepted via upload to the Fluid Review online application submission platform: <a href="http://wscsc-charterapp.fluidreview.com/">http://wscsc-charterapp.fluidreview.com/</a>
September 30 and October 7, 2013	Webinar orientation sessions. The sessions will provide information about the RFP content and process, including a demonstration of the online application upload process. Applicants will have the opportunity to ask questions during these orientations.
October 7, 2013	Applicant questions and comments due
October 21, 2013	Commission’s written answers to questions issued
October 22, 2013 <b>by 5:00PM PST</b>	Letter of Intent due via Fluid Review. Requirements for the letter of intent can be found on the Commission website.
October 23, 2013	Applicant Complaints due
October 28, 2013	Commission’s written response to Complaints issued
November 22, 2013 <b>5:00 PM PST</b>	Deadline for online application submissions
November 26, 2013	Completeness findings distributed.
November 27, 2013 <b>5:00 PM PST</b>	Deadline for corrections, only accepted via upload to <a href="http://wscsc-charterapp.fluidreview.com/">http://wscsc-charterapp.fluidreview.com/</a> .
December 2, 2013	Final completeness determinations distributed.
December 11, 2013	Deadline for eligible applicants to deliver hard copies of applications
Dates and locations to be determined	Public Forums
Dates and locations to be determined	Capacity Interviews
February 24, 2014/2015	Commission makes final decision to approve or deny new charter schools



February 27, 2014	Applicant request for optional debriefing due
March 3 and 4, 2014	Optional applicant debriefings
Five Business Days after Debriefing	Decision on Complaint
May 24, 2014	Deadline for final contracts to be signed.



Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity

Identification of Geographic Community may be as specific as a neighborhood or as general as a county targeted for school location; it must also include identification of the district in which the school is located.

Does the school intend to contract or partner with a non-profit education service provider (ESP) or other organization to provide school management services?  Yes  No

If yes, identify the ESP: \_\_\_\_\_

Does the school intend to partner or be affiliated with an existing or planned non-profit charter management organization (CMO) through which a single governing board governs or will govern multiple schools?  Yes  No

If yes, identify the CMO/Partner: \_\_\_\_\_

**Proposed Principal/Head of School Information:**

Provide the following information, if known

Name of proposed principal candidate: \_\_\_\_\_

Current employment: \_\_\_\_\_

Phone Number: Day \_\_\_\_\_ Evening \_\_\_\_\_

Email: \_\_\_\_\_

**School Enrollment Projections**

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)			
Year 2			
Year 3			
Year 4			
Year 5			
At Capacity (specify year)			

## Executive Summary (2 pages)

The Executive Summary should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team’s capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Articulate the goals for the school;
- Illustrate what success will look like; and
- Align with the purposes of the Washington charter school law and the Commission’s stated priorities for new schools.

2. **Educational Need and Target and Anticipated Student Populations.** Describe the anticipated student population, students’ anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.
3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
5. **Leadership and Governance.** List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). A complete application requires the Applicant to submit a signed Certification and Authorization Form for A Criminal History Background Check (Criminal History Authorization Form) for each of the school’s proposed leadership team and governing board. The Criminal History Authorization Form, which is incorporated by reference, is located at the Commission’s website and on the Review Room portal. Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.

Full Name	Current Job Title and Employer	Position with Proposed School

Enrollment Summary

Complete the following table, removing any rows for grades the school will not serve during the term of the charter. Number of students must include the minimum and maximum planned enrollment per grade per year.

**6.**

Grade Level	Number of Students					
	Year 1 20__	Year 2	Year 3	Year 4	Year 5	At Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

## Section 1. Educational Program Design and Capacity (25 pages)

### Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

### Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school will serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
5. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

### Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with state standards.

1. Describe the student performance standards for the school as a whole.
2. Provide the school's plan for using internal and external assessments to measure and report student progress.

3. If the applicant plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students.
5. Provide, as **Attachment 4** the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

### **High School Graduation Requirements (High Schools Only)**

High schools will be expected to meet the state graduation standards.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

### **School Calendar and Schedule**

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

### **School Culture**

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.



3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language learners, and any students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

### **Supplemental Programming**

1. If after-school or summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be delivered and funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

### **Special Populations and At-Risk Students**

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.
2. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to the targeted district or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
3. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

- a. Methods for identifying students with special education needs (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
  - d. Plans for promoting graduation for students with special education needs (high school only); and
  - e. Plans for qualified staffing adequate for the anticipated special needs population.
4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
    - a. Methods for identifying ELL students (and avoiding misidentification);
    - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
    - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
    - d. Means for providing qualified staffing for ELL students.
  5. Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2). *"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.*
  6. Explain how the school will identify and meet the needs of highly capable students, including the following:
    - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
    - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
    - c. Means for providing qualified staffing for intellectually gifted students.

## Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the plan for outreach to at-risk students.
2. Provide, as **Attachment 6** the school's Enrollment Policy, which should be culturally inclusive and include the following:

- a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
- b. A timeline and plan for student recruitment/engagement and enrollment;
- c. The lottery procedures that will be used should student interest exceed capacity;
- d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
- e. Explanation of the purpose of any pre-admission activities for students or parents.

## Student Discipline

Describe in detail the school’s approach to student discipline. Provide as **Attachment 7** the school’s proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school’s approach and the proposed policy should address each of the following:

1. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
5. Discuss how students and parents/guardians will be informed of the school’s Discipline Policy.

## Conversion Schools

Proposed conversion schools must provide a detailed plan for how they intend to engage the entire school community and any information regarding steps already taken.

1. Provide a detailed plan that demonstrates that the conversion school will have sufficient capacity to enroll all students who wish to remain enrolled in the school after conversion.
2. Provide, as **Attachment 8** evidence of demonstrated support for the proposed conversion in the form of a petition signed by a majority of teachers assigned to the school and/or a petition signed by a majority of parents of students in the school.

3. Provide evidence of the organization’s prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

## Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school.
2. Describe what you have done to assess and build parent/guardian and community demand for your school and how you will engage families and community members from the time that the school is approved through opening.
3. Describe how you will engage parents/guardians in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents/guardians.
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

## Educational Program Capacity

1. Identify the key members of the school’s leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.

Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- a. School leadership, administration, and governance;
- b. Curriculum, instruction, and assessment;
- c. Performance management; and
- d. Family and community engagement.

Describe the group’s ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.

3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.
4. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

--OR--

If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

5. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.
6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

## Section 2. Operations Plan and Capacity (25 pages)

### Governance

#### Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

#### Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in: a) Year 1; and b) at capacity.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

#### Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
  - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
  - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
- 6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
- 7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
- 8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

### **Advisory Bodies**

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

### **Grievance Process**

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

### **District Partnerships**

Explain any proposed partnership agreement between the charter school and the school district or Education Service District (ESD) where the school is proposed to be located. Include the terms of that agreement.

### **Education Service Providers (ESP) and Other Partnerships**

Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission.



If the school intends to contract with an ESP for the management of the school or substantial educational services, address the following:

1. Provide evidence of the non-profit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
2. As **Attachment 16** provide a term sheet that includes:
  - a. Proposed duration of the service contract;
  - b. Roles and responsibilities of the governing board, school staff, and ESP;
  - c. Scope of services and resources to be provided by the ESP;
  - d. Performance evaluations measures and timelines;
  - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
  - f. Methods of contract oversight and enforcement;
  - g. Investment disclosure; and
  - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

## Staffing

### Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
  - a. Year 1 positions, as well as positions to be added during the first charter term;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

### Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

## Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

## Performance Management

The Commission will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the Commission's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

## Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

## Start-Up and Ongoing Operations

1. Provide, as **Attachment 21**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (explained in Section 3).
2. Describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. Provide the school plan for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability, property, indemnity, directors and officers, automobile, and other.

## Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - a. Staffing;
  - b. Professional development;
  - c. Performance management;
  - d. General operations; and
  - e. Facilities management.
  
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

## Section 3. Financial Plan and Capacity (15 pages)

### Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.
7. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
8. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
  - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
  - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**.
  - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

### Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
  - a. Financial management;
  - b. Fundraising and development; and
  - c. Accounting and internal controls.

## Section 4. Existing Operators (8 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs), and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Please disclose schools that have been closed or non-renewed or charters that have been revoked.

**Attachment 12: Charter Public School Application**

## 2013 WSCSC CHARTER SCHOOL APPLICATION

### Cover Sheet & Enrollment Projection

Name of non-profit applicant entity: Green Dot Public Schools Washington State

Primary contact person: Nithya Rajan

Mailing address:

Street/PO Box: 1149 S. Hill Street, Suite 600

City: Los Angeles State CA Zip 90015

Phone Number: day 323 565 1620 evening 919 306 7825

Fax Number: 323 565 1610 Email: Nithya.rajana@greendot.org

**Names, roles, and current employment of all persons on applicant team (add lines as needed):**

Full Name	Current Job Title and Employer	Position with Proposed School
Megan Ann Quaille	Vice President of National Expansion, Green Dot Public Schools	Interim Executive Director
Marco Petruzzi	CEO, Green Dot Public Schools	Leadership Team of Green Dot
Cristina de Jesus	President and CAO, Green Dot Public Schools	Leadership Team of Green Dot
Sabrina Ayala	CFO, Green Dot Public Schools	Leadership Team of Green Dot
Nithya Rajan	Director of Strategic Planning, Green Dot Public Schools	Applicant Team Lead

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?  Yes  No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools scheduled to open elsewhere in the United States in the 2014-15 school year?  Yes  No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
Green Dot Memphis Charter High School #1	Memphis	TN	Fall 2014
Boyle Heights Middle School	Los Angeles	CA	Fall 2014
Avalon Middle School	Los Angeles	CA	Fall 2014



**Does this applicant team have new schools approved but scheduled to open in years beyond 2014-15?**

Yes       No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City	State	Opening Years
Achievement School District	9	Memphis	TN	2015-2016 to 2019-2020
State of Louisiana	6	Baton Rouge	LA	Not in current plans

Proposed School Name	Opening Year	Geographic Community	Grades year 1	Grades at capacity
Green Dot Charter Middle Schools	2015-2016	Southeast Tacoma	6 <sup>th</sup>	6 <sup>th</sup> – 8 <sup>th</sup>

*Identification of Geographic Community may be as specific as a neighborhood or as general as a county targeted for school location; it must also include identification of the district in which the school is located.*

Does the school intend to contract or partner with a non-profit education service provider (ESP) or other organization to provide school management services?  Yes       No

If yes, identify the ESP: \_\_\_\_\_

Does the school intend to partner or be affiliated with an existing or planned non-profit charter management organization (CMO) through which a single governing board governs or will govern multiple schools?  Yes       No

If yes, identify the CMO/Partner: Green Dot Public Schools is the CMO partner. The Board of Green Dot Public Schools Washington State will govern all Green Dot Schools in Washington State.

**Proposed Principal/Head of School Information:**

*Provide the following information, if known*

Name of proposed principal candidate: Green Dot Public Schools Washington State has not yet identified a principal candidate.

Current employment: \_\_\_\_\_

Phone Number: Day \_\_\_\_\_ Evening \_\_\_\_\_

Email: \_\_\_\_\_

**School Enrollment Projections**

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year 1 (specify)	165-200	200	6 <sup>th</sup>
Year 2	330 - 400	400	6 <sup>th</sup> , 7 <sup>th</sup>
Year 3	495 - 600	600	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
Year 4	495 - 600	600	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
Year 5	495 - 600	600	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>
At Capacity (Year 3)	495 - 600	600	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>

# Proposal Narrative Template

## Specifications

- Observe all page limits. Attachments are not included in the page limits, and should not be included in this document, but rather uploaded individually as directed in the online application submission portal.<sup>1</sup>
- Add the full name of your school to the footer of this document so that it appears on all pages.
- This document must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.
- Each major section (Executive Summary, Educational Program Design and Capacity, etc.) **must** begin on a separate page.
- If a particular question does not apply to your team or proposal, respond “Not Applicable,” **and briefly explain why the question is not applicable to your team or proposal.**
- **Do not delete or modify questions, tables, or sections (including changing font sizes) unless specifically instructed in this document.**
- When you have completed your response and verified that all formatting requirements are met, save your document as a PDF file. **Name your file according to this convention: OPERATORNAME.Narrative.pdf.** Upload your PDF file to the online application submission portal.

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively-edited documents easily, thereby focusing their energy on reviewing the content of the application. Grammar, spelling, and formatting all make an impression on an evaluator.

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<sup>1</sup> As requested, Green Dot Public Schools has maintained the overall 75-page limit for the proposal narrative. However, in order to accurately describe our model, we have respectfully allocated more pages than suggested to certain sections including the Executive Summary, Section 1: Educational Program Design and Capacity and Section 2: Operations Plan and Capacity.

# Executive Summary

*(2 pages)*

The Executive Summary should provide a concise summary of the following:

- The proposed plan for the school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high quality school given the above considerations.

**1. Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Articulate the goals for the school;
- Illustrate what success will look like; and
- Align with the purposes of the Washington charter school law and the Commission's stated priorities for new schools.

**2. Educational Need and Target and Anticipated Student Populations.** Describe the anticipated student population, students' anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection.

**3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

**4. Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

### **Who We Are**

Green Dot Public Schools (“Green Dot”) is leading the charge to transform public education in Los Angeles **and beyond** so that all children receive the education they need to be successful in college, leadership and life. Founded thirteen years ago, Green Dot operates 14 small high schools and 5 small middle schools serving more than 10,000 students in the greater Los Angeles area.<sup>2</sup> All nineteen schools are addressing the needs of students who have traditionally struggled in the public school system and achieving far greater results than comparable schools in standardized test scores, graduation rates and college matriculation.

### **Mission and Vision**

As with all Green Dot schools, the mission of our Founding School, Green Dot Charter Middle School, will be to empower students to see their full potential and to prepare students for high school, college, leadership and life by providing a small, college-preparatory program where all stakeholders actively engage in the education process.

### **Track Record**

In August 2000, Green Dot opened with one 9<sup>th</sup>-grade class of 140 students. Today, our organization operates a mix of start-up and conversion schools serving over 10,000 students in communities across Los Angeles. Green Dot schools average more than 50 points higher on the California Academic Performance Index (“API”) than comparable public schools in similar neighborhoods.<sup>3</sup> Our start-up schools are graduating students at rates previously unheard of in the communities they serve - the cohort graduation rate for 9<sup>th</sup> graders entering a Green Dot start-up school in 2008 averaged 86% in 2012, compared to 79% for the state of California and 65% for the Los Angeles Unified School District (“LAUSD”). This year, Green Dot graduated more than 1,500 students, the most of any charter school organization in the nation for the second year in a row. In its 13-year history, Green Dot has graduated more than 8,000 students with nearly 90% being accepted to two- or four-year colleges

### **Why Washington State?**

Green Dot is excited to be part of the founding community of charters in the state of Washington. Green Dot identified Washington State as being a good match for our model and mission given the critical need to close the achievement gap within sub-groups, the momentum around education reform, the community of political and philanthropic supporters, the opportunity to forge a new labor partnership and the potential of long-term sustainability for charters. Should the first Green Dot middle school be successful, Green Dot will seek to open three to five schools in Washington State over the next five years.

### **Why Tacoma?**

Green Dot is excited by the innovative reforms under way in Tacoma. Both the innovation schools and the collective action effort by the Foundation for Tacoma Students (to engage high needs students and families and increase high school graduation rates and post-secondary completion rates by 50%) resonate greatly with Green Dot. Lastly, Tacoma has pockets of high need student populations. Green Dot has had a successful track record and experience in serving such high need students.

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<sup>2</sup> Four of Green Dot's transformation high schools on the Alain LeRoy Locke College Preparatory Academy campus are clustered under one country-district-school (CDS) code in California. In California, CDS codes are used primarily for purposes of school identification as well as tracking student demographics and student achievement levels.

<sup>3</sup> API is a measurement of academic performance and progress of individual schools in California. API scores range from a low of 200 to a high of 1000, with the California Department of Education having set a goal of 800.

### **Target Students and Community**

Green Dot is seeking to serve middle school students in Southeast Tacoma in the area south of Interstate 5, east of Interstate 5 and west of Waller Road. Our final location will depend on where we can find a facility. However, we are seeking to prioritize areas that have high free and reduced lunch populations and reasonable enrollment prospects (given the concentration of new and future schools).

### **Goals and What Success will Look Like**

Success for Green Dot Public Schools Washington State (“Green Dot Washington State”) will be measured across multiple facets of the model. First and foremost, Green Dot seeks academic growth for our students. In addition, we would look at measures of culture, including stakeholder feedback from teachers, students, families and staff. We will look at cultural data, including violations of the code of conduct, attendance rates and tardies. Lastly, we will take into account professional growth for teachers. Success requires a highly effective teacher in every classroom and Green Dot will support, grow and develop teachers to meet this standard. Green Dot will set rigorous performance targets for Green Dot Charter Middle School and support the school in achieving these ambitious goals.

### **Educational Need and Anticipated Student Population**

Green Dot anticipates serving a student population that is 15% special education (“SPED”), 17% English Language Learners (“ELLs”) and 82% Free and Reduced Lunch (“FRL”). This is a composite of all schools in Southeast Tacoma. While demographics differ slightly from north to south within our target area, we have used the average of all schools in Southeast Tacoma until we find a facility. In addition, Green Dot anticipates that students will be multiple grade levels behind and require a set of academic and socio-emotional interventions to help remediate and accelerate all groups of students.

### **Education Plan / School Design**

Green Dot’s traditional school model represents over 13 years of successful practices and has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life. To accomplish this, four common elements are embedded in the model of each and every Green Dot school:

- **Quality Teaching and Instruction:** Green Dot schools ensure that a great teacher leads every classroom, and a great principal leads each school.
- **Master Scheduling that Meets the Needs of Students:** All of the students attending Green Dot schools are required to complete a rigorous, college-preparatory curriculum. Based on incoming student need, a schedule of intervention and acceleration courses are offered so that students can complete the required courses for promotion.
- **Data-Driven Decision-Making:** Green Dot schools use the latest technology to collect and analyze student-, school- and consortium-level data to guide decision-making and continuous improvement.
- **College-Going Culture:** Green Dot schools have adopted standards and assessments that promote college- and career-readiness. Teachers and administrators also ensure that a college-going culture permeates the school community.

The foundation for this work is Green Dot’s 1) firm commitment to serve all students, 2) highly effective teachers, 3) strong school leaders and 4) a culture of transparency, performance and accountability.

### **School Culture**

Green Dot’s school culture emphasizes high care, high structure and high expectations. Each small school creates a network of support for students and a sense of a school family. Multiple adults know each

student’s name and story. Students stay with the same Advisory instructor over time and build close relationships with their Advisor and peers. Visually, Green Dot schools are orderly. Students wear uniforms and adhere to a Code of Conduct based on the Safe and Civil program. Safe and Civil promotes respectful interaction in resolving conflict. Most importantly, the school culture is a college-going culture. Each student participates in a college-preparatory curriculum, reflects on their learning and has extensive college exposure so that they can ultimately graduate from high school on-time and college-ready.

**Community Engagement**

Support from the community is critical for Green Dot students to have a positive experience at the school. Green Dot has already begun to reach out to community members and leaders to start building our understanding of Washington State and the Tacoma community, and we look forward to continuing these conversations and seeking the community’s input and feedback if given the opportunity to establish a presence in Tacoma. Green Dot identifies which community members to reach out to by first building an understanding of the local institutions that will be around the school or that can provide critical supports to students and families (community centers, neighborhood councils, churches, and non-profit/social service providers). We will work with the Washington State Charter School Commission (the “Commission”) to ensure that all key stakeholders are part of this plan including current teachers, media, community leaders, school Board members, elected officials, students and alumni. If approved for authorization, Green Dot Charter Middle School’s Principal and Vice President of National Expansion (“VP of National Expansion”) will work to reach community members, students and families through door-to-door meetings, house meetings and community meetings. Green Dot will have a planning year in which the School Leadership Team (“SLT”) will spend extensive time getting to know students, families and community leaders.

**Risks**

Green Dot is aware of the challenges of trying to replicate Green Dot’s success in a new community. We are working to transfer practices from existing successful schools by seeding our leadership team with Green Dot leaders who know our model. We plan to hold extensive conversations with the surrounding community over the course of our planning year. We are also working to marshal the philanthropic resources required to make us sustainable and plan to grow at a moderate pace within Washington State so that we have the time to execute our academic program and processes successfully.

**5. Leadership and Governance.** List the members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliation (add lines to this table as needed). A complete application requires the Applicant to submit a signed Certification and Authorization Form for A Criminal History Background Check (Criminal History Authorization Form) for each of the school’s proposed leadership team and governing board. The Criminal History Authorization Form, which is incorporated by reference, is located at the Commission’s website and on the Review Room portal. Provide, as **Attachment 1**, the required criminal background check authorization for each of the individuals listed below.

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Megan Quaile	Vice President of National Expansion – Green Dot Public Schools	Interim Executive Director of Green Dot Public Schools Washington State
Kimberly Mitchell	Inquiry Partners – Founder	Board Member
Andrew Buhayar	Nordstrom People Lab – Head of User Research and Data Analytics	Board Member
Kaaren Andrews	Principal, Interagency Academy	Board Member
Marguerite Kondracke	Retired Public, Private and Nonprofit	Board Member

	Leader	
Marco Petruzzi	Chief Executive Officer – Green Dot Public Schools	Leadership of Green Dot Family of Organizations
Dr. Cristina de Jesus	President and Chief Academic Officer – Green Dot Public Schools	Leadership of Green Dot Family of Organizations
Sabrina Ayala	Chief Financial Officer – Green Dot Public Schools	Leadership of Green Dot Family of Organizations

**6. Enrollment Summary**

Complete the following table, removing any rows for grades the school will not serve during the term of the charter. Number of students must include the minimum and maximum planned enrollment per grade per year.

Grade Level	Number of Students (Minimum – Maximum)					
	Year 1 2015-2016	Year 2	Year 3	Year 4	Year 5	At Capacity 2020
6	165-200	165-200	165-200	165-200	165-200	165-200
7		165-200	165-200	165-200	165-200	165-200
8			165-200	165-200	165-200	165-200

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Green Dot Washington State is respectfully requesting approval of a charter that would authorize the opening of one new charter middle school starting with a sixth grade class of 200 students. The school will matriculate approximately 165-200 sixth grade students each year. When fully enrolled in Year 3 (2017-2018), the school estimates it will serve approximately 600 students in grades 6–8. This is based on the school model that Green Dot has successfully executed in Los Angeles. Green Dot schools strive to maintain a student-to-teacher ratio of approximately 20:1 and, on average, have 25 students per class. Our staffing ratios and smaller school model allows us to provide a wide range of intervention courses so that we can best meet the needs of all students.

Based on the success of Green Dot Charter Middle School, Green Dot Washington State will seek to apply for additional charters so that we are able to open a small cluster of schools within Washington State. Collaboration across schools is an important aspect of our model, and we need a sufficient number of schools in order for this collaboration to happen and to create the types of teacher leadership roles we seek for our teachers. These schools would need to be in geographic proximity to each other within the Puget Sound Region for these collaboration opportunities to arise.

**WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.**



# Section 1. Educational Program Design and Capacity

(25 pages)

## Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population. Highlight the culturally responsive aspects of the program.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

The mission of Green Dot Charter Middle School will be to prepare students for success in college, leadership and life by providing a small, college-preparatory educational program. Students will graduate from our middle school prepared for high school and on a college-ready path. Given our current knowledge of the concentration of Priority, Focus and Emerging schools (based on the Office of Superintendent of Public Instruction for the State of Washington or “OSPI”), Green Dot anticipates opening its first charter middle school in Southeast Tacoma, where there is a higher concentration of high-need students. Based on the demographics in this community, Green Dot anticipates serving a student population with approximately 82% FRL, 15% SPED and 17% ELLs. In addition, Green Dot anticipates that students will be multiple grade levels behind. Green Dot has already had success serving such a low-income, at-risk population at our existing schools in California. This year, Green Dot graduated more than 1,500 students, the most of any charter school organization in the nation for the second year in a row. In its 13-year history, Green Dot has graduated more than 8,000 students with nearly 90% being accepted to two- or four-year colleges. Green Dot’s proven school model is a living example of what is possible when a system combines a college-preparatory, standards-based curriculum with tailored instruction and support.

## Theory of Change

Green Dot’s approach to education includes a four-pronged theory of change:

- **Firm Commitment to Serve All Students:** Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons students are often falling behind and at risk of dropping out. Approximately 99% of current Green Dot students are African-American or Latino and more than 92% qualify for FRL. Green Dot is also committed to serving high need students with a 20% ELL and 11% SPED population at our existing schools. Moreover, all nineteen Green Dot schools in California are currently addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.
- **Highly Effective Teachers:** Green Dot has collaborated with The College-Ready Promise (“TCRP”), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher). Green Dot plans to align this effective teaching framework to Common Core and Washington State Standards to ensure that an effective teacher is in every classroom at Green Dot Charter Middle School.
- **Strong School Leaders:** Green Dot has made a large investment to develop an Administrator-in-Residence (“AIR”) program in which candidates are selected to participate in an intensive 12-month, multiple school-site, training program. We plan to leverage this program to build a strong



pipeline of administrators equipped to lead our Washington State schools. Specifically, Washington State residents will be selected to relocate to Green Dot's California schools to complete the residency and become fully immersed in Green Dot's practices. These residents will then be placed as school leaders in future Washington State schools. Green Dot may also hire external highly qualified Principals, including from Washington State, and place them directly into school leadership positions in Washington State schools.

- **Culture of Transparency, Performance & Accountability:** Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Washington State educators will be able to view assessment results in Green Dot's data systems and generate customizable reports with school-, department-, and individual teacher-level data. Washington State will also be able to take advantage of Green Dot's knowledge-sharing platform *Connect* to access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on *Bloomboard*. Students and parents will have access to the web-based, student information system *PowerSchool* where they can access student grades, test scores and attendance.

### **Fundamental Features of a High-Performing School**

Green Dot Charter Middle School will contain four fundamental features of a high-performing school that is present in all Green Dot schools: 1) Quality Teaching and Instruction, 2) Master Scheduling that Meets the Needs of Students, 3) Data-Driven Decision-Making and a 4) College-Going Culture.

- **Quality Teaching & Instruction:** 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. At the heart of the TCRP Teacher Development and Evaluation System is the *College-Ready Teaching Framework* ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, Washington State teachers will be able to pursue professional development and coaching support from the Instructional Coaches in the Washington State Regional Office as well as from the Green Dot Home Office Education Team. [Refer to the Curriculum & Instructional Design, Question 6 for more detail.](#)
- **Master Scheduling that Meets the Needs of Students:** All of the students attending Green Dot Charter Middle School will be required to complete a rigorous, college-preparatory curriculum, with intervention and acceleration courses offered beyond the core content areas. Intensive interventions, including literacy and math support, will be built into the school day to ensure that all students are successful. Green Dot Charter Middle School students will also participate in a weekly Advisory class with the same group of students and teachers for the entirety of their middle school career. These relationships serve as the foundation for safe, personalized learning environments where students can develop academically, emotionally and socially. [Refer to the Curriculum & Instructional Design, Questions 2-3 for more detail.](#)
- **Data-Driven Decision Making:** Green Dot Charter Middle School will use the latest technology to collect and analyze student-, school- and consortium-level data to guide decision-making and continuous improvement. Green Dot Charter Middle School will also use quarterly interim assessments and benchmarks to evaluate student progress and identify opportunities for intervention and acceleration. Green Dot Charter Middle School plans to use internal interim and benchmark assessments including but not limited to unit tests, essays, oral presentations and projects to target students' needs, differentiate instruction and assess mastery of learning standards. [Refer to the Student Performance Standards Section, Question 2 for more detail.](#)
- **College-Going Culture:** Green Dot Charter Middle School's Principal, counselors and teachers

will provide extensive college exposure during Advisory and school time. Students will receive academic support from their Advisor and teachers and engage in “college-knowledge” lessons. To ensure a college-going culture, Green Dot Charter Middle School will have regular assemblies to reinforce college expectations. Counselors will organize college field trips, and students will be encouraged to pursue additional college-related opportunities such as summer college programs at local campuses. [Refer to the School Culture Section, Questions 1-3 for more detail.](#)

## Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school will serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.
3. Evidence that the educational program or key elements of the program are based on proven methods; evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
4. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
5. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1.-3. Green Dot has developed a research-based curriculum that is currently used throughout our 19 schools in California. This curriculum includes course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. Green Dot Charter Middle School has chosen to align the existing Green Dot curriculum to the Common Core and Washington State Standards. More specifically, Green Dot Charter Middle School will use the Common Core State Standards for English language arts and math, and the Washington State Learning Standards for science, social studies and visual and performing arts. Teaching mastery of the Common Core and Washington State Standards through Green Dot’s college-preparatory curriculum framework will ensure that the specific needs and academic aptitudes of our targeted Washington State student population will be addressed. Green Dot Charter Middle School will also offer a range of electives to provide opportunities for students to explore their passions. Green Dot’s basic learning environment will be classroom-based with target student-teacher ratios of 20:1. 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.

Below is an outline of Green Dot’s recommended middle school curriculum. This curriculum will likely be followed at Green Dot Charter Middle School. However, please note that some adjustments may be made in certain courses as the Principal and teachers make adjustments to adapt to the specific needs of their

students. Refer to **Attachment 2** for a scope and sequence for sixth grade English and language arts.

Green Dot Charter Middle School Sample Curriculum		
Sixth Grade	Seventh Grade	Eighth Grade
English 6 Read 180 Literacy Enrichment*	English 7 Read 180 Literacy Enrichment *	English 8 Read 180 Literacy Enrichment *
Math 6 Math Foundations**	Math 7 Math Foundations**	Math 8 Math Foundations**
Earth and Space Science	Life Science	Physical Science
World Geography World - Ancient Civilizations (8000 BCE – 600 CE)	World - Major Societies (600 CE – 1450 CE) Washington State History	U.S. History & Government (1776 CE – 1900 CE)
Advisory 6	Advisory 7	Advisory 8
<u>Sample Elective Options:</u>  Health and Fitness The Arts Technology	<u>Sample Elective Options:</u>  Health and Fitness The Arts Technology Composition	<u>Sample Elective Options:</u>  Health and Fitness The Arts Technology Investigations World Language
<p>*Students identified as needing additional support in English language arts would follow the Intervention Pathway by taking Read 180 Literacy Enrichment. These students would be given an additional period of Reading in lieu of an elective. English Language Learners would benefit from Green Dot’s English Language Development (“ELD”) courses as applicable. Special Needs students would benefit from Green Dot’s Special Needs/Academic Success courses as applicable.</p> <p>**Students identified as needing additional support in Math would follow the Intervention Pathway of Math Foundations. These students would be given an additional period of Math in lieu of an elective.</p>		

### **Intervention Supports**

Based on incoming student need, a schedule of intervention and acceleration courses will be available to Green Dot Charter Middle School students so that all students can complete the required courses:

- **Read 180:** Standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class or during Advisory.
- **Math Tutorial:** Students struggling in math receive intervention through small group and personalized attention from their math teacher. Utilizing a group tutorial structure, students pose questions in a small group setting to support their classmates in solving math problems.
- **English Language Development (“ELD”):** ELD classes are provided for students entering school as beginning ELLs. These classes aim to improve the English listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.
- **Special Needs/Academic Success:** Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- **Guided Study:** All students who do not complete their homework or struggle with it must attend Guided Study after school where a teacher helps them with their work. All assignments must be turned in the following day.
- **Homework Club:** Students who are struggling with a particular class or want more support in a

subject can attend Homework Club, which is offered for an hour every day after school and run by a credentialed teacher and/or college interns.

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

### **Social and Life Skills Development**

Green Dot Charter Middle School students will participate in a weekly Advisory class with the same group of students and teachers for the entirety of their middle school career. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in middle school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond middle and high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

Working with the same teacher and student peers for the duration of middle school, students benefit from a familiar support system built into the school day. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our 2012-2013 School Stakeholder Surveys in which more than 80% of students across all Green Dot schools agreed or strongly agreed with the statements that 1) My teacher makes me feel that s/he really cares about me and 2) Teachers and administrators treat me with respect.

4.-5. Refer to **Attachment 3** for details on textbook selection and curriculum development.

6. Green Dot's methods of instructions were derived from multiple research-based sources, including Charlotte Danielson's (2011) research-based *Framework for Teaching*. Green Dot's Teaching Framework is comprised of five domains that address the key factors necessary to ensure success for all students: 1) Data-Driven Planning and Assessing Student Learning; 2) The Classroom Learning Environment; 3) Instruction; 4) Developing Professional Practice; and 5) Developing Partnerships with Family and Community. Throughout the CRTF, three priorities are reflected in Green Dot's descriptors of teacher performance that highlight our organization's underlying beliefs around what constitutes good instruction:

- **Constructivism:** Individuals construct new knowledge from their experiences and prior understandings. The learner does the work of learning; for example, through thinking, talking, writing or making. Teachers create and facilitate opportunities for students to construct meaning through inquiry, academic discourse, experiential learning and problem solving.
- **Cognitive Engagement:** Individuals give sustained, engaged attention to a task requiring mental effort and that is within the zone of proximal development. As a result, teachers demonstrate high level of performance when their students are engaged in cognitively complex learning.
- **College Readiness:** Individuals have the knowledge, skills and attributes to succeed in college including key cognitive strategies, academic knowledge and skills and academic behaviors including self-monitoring, study skills and awareness such as "college knowledge."

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

- **Planning and Preparation:** *“Essential Elements of Effective Instruction” by Madeline Hunter*  
Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning:** *“Understanding by Design” by Jay McTighe and Grant Wiggins*  
The emphasis of Understanding by Design (“UbD”) is on “backward design”, the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Technique:** *“Teach Like a Champion” by Doug Lemov*  
Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. The techniques used at Green Dot include:
  - No Opt Out: A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
  - Right Is Right: Set and defend a high standard of correctness in your classroom.
  - Stretch It: The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction
  - Format Matters: It’s not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity.
  - Cold Call: In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
  - Wait Time: Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
  - Everybody Writes: Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
  - Do Now: Students are both productive during every minute and ready for instruction as soon as you start.
  - SLANT: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker.
- **Classroom Environment:** *Safe and Civil Schools, Randy Sprick*  
Building on over 30 years of experience, this third-party vendor offers programming that helps foster respect and responsibility in students as well as improve overall school culture.

Green Dot seeks to raise the achievement level of every student and allocates resources to ensure that students with unique learning needs have equal access to a rigorous, college-preparatory education. Differentiated instruction will take a number of forms including purposeful group structures, varying assessments based on need and accommodations and modifications for students with disabilities. This flexible grouping enables students requiring intervention or those with advanced abilities to receive suitably challenging instruction. Teachers will use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Research has shown these methods are most effective for middle



school students, especially students who arrive with lower levels of preparation for rigorous academic study. Additionally, Green Dot has developed a Response to Intervention (“RTI”) model to appropriately match student needs with specific services and resources. [Refer to the Special Populations and At Risk Students Section for more details on Green Dot’s RTI model.](#)

## Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must be consistent with state standards.

1. Describe the student performance standards for the school as a whole.
2. Provide the school’s plan for using internal and external assessments to measure and report student progress.
3. If the applicant plans to adopt or develop additional academic standards beyond the state standards, provide an explanation of the types of standards (content areas, grade levels). Be sure to highlight how the proposed standards exceed the state standards.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents/guardians and students.
5. Provide, as **Attachment 4** the school’s exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Charter Middle School will develop personalized student performance standards for its students based on student, teacher and community input. These student performance standards will align with the four pillars that Green Dot deems critical for 21<sup>st</sup> century learners (below) and will be monitored by classroom and Advisory teachers. Below is a sample of students’ student performance standards:

<p><b>Pillar #1 College-Directed Learners</b></p> <ul style="list-style-type: none"> <li>• Able to think critically and analytically to understand complex concepts across the curriculum</li> <li>• Prepared for high school curriculum and knowledge of college requirements and application process</li> <li>• Knowledgeable regarding career field choices and educational pathways</li> </ul>	<p><b>Pillar #2 Cultural Learners</b></p> <ul style="list-style-type: none"> <li>• Aware of cultural differences, unique group histories and diverse perspectives</li> <li>• Exposure to world languages and able to understand the dynamics of language and culture</li> <li>• Able to communicate with sensitivity within and across diverse communities</li> </ul>
<p><b>Pillar #3 Innovative Leaders</b></p> <ul style="list-style-type: none"> <li>• Models ethical behavior through involvement in school functions, clubs and committees</li> <li>• Able to contribute to the success of individuals and their community through voluntary service</li> <li>• Effective oral communicators in distinct situations</li> <li>• Informed participants in the democratic process</li> </ul>	<p><b>Pillar #4 Life-Long Learners</b></p> <ul style="list-style-type: none"> <li>• Responsible, mature decision-makers</li> <li>• Goal-oriented in their personal pursuits</li> <li>• Able to integrate multiple uses of technology</li> <li>• Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community</li> </ul>

2-3. Green Dot Charter Middle School will use quarterly interim assessments and benchmarks to evaluate student progress and identify opportunities for intervention and acceleration:

- **Placement Exams:** Each year, Green Dot plans for all incoming 6th graders to take two placement exams (Scholastic Reading Inventory Diagnostic Test and the Green Dot Math Diagnostic Test). Students who score basic or below basic on the reading assessments are placed in a year-long Read 180 course to support them in English language arts. Students who score basic or below basic on the math assessments are placed in a course to support them in their mathematics.
- **Interim Assessments:** Green Dot Charter Middle School will use quarterly interim assessments in core areas such as English, math, science and history. In school year 2015-2016, these interim

assessments will be aligned to grade-level Common Core State Standards in English and math and Washington State Standards in Science and History. These benchmarks will 1) provide the ability for the school to track individual student progress and 2) provide opportunities for students to become accustomed to standardized testing. Following each benchmark, Green Dot Charter Middle School will host quarterly “Data Days,” during which teachers review interim assessment results together and find best practices. Then, teachers review specific subject areas in which students have struggled so that they can return to the classroom and re-teach that information.

3. Each and every Green Dot Charter Middle School student will take a rigorous, college-preparatory curriculum that will eventually include a character-building, community service element. Green Dot Washington State will encourage all students to complete forty service hours during their middle school career. Designed to instill a sense of individual and civic responsibility, service learning will enable students to use newly gained skills to solve community challenges. Specifics of this service learning program will be determined in the future based on community needs and interaction with community leaders.

4-5. Green Dot’s promotion and graduation policies will initially be communicated to families in the Student Policy Manual at the beginning of the school year during Parent Orientation/Registration. When a student experiences academic difficulties, a parent-teacher conference will be scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting. In addition, parent conferences will be scheduled at the completion of the first and third quarters to provide an opportunity to evaluate each student’s progress. Refer to **Attachment 4** for Green Dot’s promotion and graduation policies for our middle school students.

### High School Graduation Requirements (High Schools Only)

High schools will be expected to meet the state graduation standards.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Explain the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Not applicable. Green Dot is respectfully requesting approval of a charter for a middle school.

### School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment 5**, provide the school’s proposed calendar for the first year of operation, including total number of days/hours of instruction at a minimum of 180 days.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Charter Middle School will work with its teachers to implement a longer school year to maximize learning. Green Dot may adapt our school calendar and schedule once we determine our facility and the district calendar is finalized. Refer to **Attachment 5** for a draft school calendar and bell schedule.

- **School Year:** Green Dot Charter Middle School will provide approximately 190 days of instruction, which is 10 more days more than required by Washington State law.
- **Daily Instructional Hours:** The number of daily instructional hours will be 6.25 hours (excluding lunch). Out of the 190 days, Green Dot plans to have approximately 10 early release days for parent-teacher conferences, exams and teacher professional development. The number of daily instructional hours for early release days will be approximately 4.5 hours (excluding lunch).

2. The Washington State Executive Director (“Executive Director”) and School Leadership Team (“SLT”) will work together to determine the final bell schedule that best meets the needs of each school. Green Dot Charter Middle School will use a schedule that affords students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis. Based on the below guidelines, Green Dot Charter Middle School students will receive approximately 1,170 hours of instructional time during the school year.

- **School Day:** All of the students attending Green Dot will be required to complete a rigorous, college-preparatory curriculum. The regular school day will start at approximately 8:00am and end at approximately 3:20pm, exceeding the required instructional minutes in Washington State law.
- **Interventions:** Based on initial placement exams, students identified as needing additional support in English language arts will be given an additional period of reading in lieu of an elective. Similarly, students identified as needing additional support in math will be given an additional period of math in lieu of an elective.

## School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents/guardians starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language learners, and any students at risk of academic failure.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1-2. Green Dot Charter Middle School teachers and school leaders will ensure that a college-going culture permeates the school community as soon as a student steps foot onto the campus with the “Road to College Begins Here” pennants hanging above each classroom door. Teachers and principals will proudly share their college-going experiences, diplomas and challenges. Green Dot Charter Middle School students will also promote and exemplify Green Dot’s core values, which will be displayed prominently around the school campus.

### Green Dot Public Schools’ Core Values

The following core values guide the philosophical core of each and every Green Dot school:



- **An Unwavering Belief in all Students' Potential:** Creating an environment that nurtures the potential of all and understanding how decisions impact student learning
- **Passion for Excellence:** Continuously striving to demonstrate excellence, reflecting on practice and making data-driven decisions
- **Personal Responsibility:** Assuming responsibility and accountability for performance and demonstrating personal integrity
- **Respect for Others and the Community:** Appropriately representing the school/organization and collaborating with others
- **All Stakeholders are Critical in the Education Process:** Creating an environment in which all perspectives are valued and communicating transparently with stakeholders

Green Dot Charter Middle School's college-readiness commitment will be predicated on creating a personalized learning environment where every adult on campus will be responsible for establishing respectful, nurturing relationships with students. On campus, the Principal, Assistant Principal and teachers will know students not only by name but as individuals with unique feelings and personal traits. All new students registering at a Green Dot school will be brought together during the summer for an initial introduction to our culture of high expectations ([refer to the Supplemental Programming Section, Question 1 for additional details on Summer Bridge.](#)) During **Summer Bridge**, Green Dot introduces a program called **Safe and Civil** to build a safe and orderly environment. Safe & Civil emphasizes effective communication and conflict resolution for students and describes how adults provide non-contingent attention (versus attention tied to discipline). The full Safe and Civil course is taught over three years. Principals and Assistant Principals provide ongoing professional development to support the Safe & Civil philosophy around school culture and classroom norms. Safe and Civil training is built into initial training for teachers and administrators. For students who enroll mid-year, the Advisory class also serves to integrate them into the Green Dot culture. Lastly, Green Dot Charter Middle School's culture will be based on partnerships with student families. Green Dot's tight-knit partnership with families includes open invitations to attend their children's classes, open and regular communication with teachers, the opportunity to rate the performance of teachers and the school and eligibility to serve on the School Advisory Council ("SAC"), which provides input to the Principal about school policies and procedures.

3. Green Dot's college-going culture is intended to instill in all students an *unwavering belief* that they can and will go to and through college. Green Dot believes that with the right supports, high expectations and college-going attitude, all students can and will succeed in school and be a life-long learner. Green Dot sets high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve. Green Dot's small schools, small classroom environment and staff commitment to a shared responsibility for learning contributes 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 in spite of pervasive risk-factors.

4. Time	Activity
7:40–7:55	I arrive at school and am greeted by Principal Johnson as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 7:55, the bell rings, and our group immediately heads to the all-school morning assembly.
8:00-8:55	At the assembly, our principal announces a College Dress Day for Friday because everyone did their homework last week. I immediately begin thinking about which college t-shirt I will wear on Friday instead of my school uniform.

<b>9:00-9:55</b>	Arriving at English class, Ms. Youman greets me with a “Good morning, Kiera” and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group’s interpretation.
<b>10:00-10:55</b>	I head with my class to physical education. After warming up, I work through the small group centers that focus on balance. The teacher encourages me and challenges some groups to complete the centers with their eyes closed.
<b>11:00-11:45</b>	We start Advisory reading silently for twenty minutes. Afterwards, Ms. Smith reviews the agenda for our upcoming field trip to local universities next week. I’m so excited since this will be the first time I have ever visited a college!
<b>11:50-12:20</b>	During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school.
<b>12:25-1:20</b>	Math! It’s definitely my hardest subject this year. I review the math “Do Now” on the whiteboard and begin to tackle the problem. After our class finishes the “Do Now”, we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by Mr. Torres’ office hours so I can work on this with him.
<b>1:25-2:20</b>	It’s finally time for my favorite class - Earth and Space Science! I’ve been working hard on my 3D solar system model since the whole school will get to see it, including my mom and aunt, at our Parent Night tomorrow.
<b>2:25-3:20</b>	My last class for the day is Art. This year, our school has been working on a project to improve our outdoor space, and we spend the class painting a mural.
<b>3:30-4:30</b>	I walk to the extended learning program with my brother. After eating a snack and reading a book, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask Mr. Torres. Around 4:30pm, I head home to enjoy some family time.

<b>5. Time</b>	<b>Activity</b>
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<b>7:00-7:55</b>	I arrive at school. The energy level is invigorating as teachers are already making copies, checking e-mails and meeting with families. I set up my classroom and write out the day’s agenda, homework and aim on the whiteboard. Next, I meet with my department team to collaborate on lesson planning.
<b>8:00–8:55</b>	Principal Johnson has called a special, all-school morning assembly. I begin my classroom morning routine by greeting each of my students as they enter the room and reminding them of the morning procedure while they unpack. Then, after a few enthusiastic college cheers, I quickly grab the college banner for our class and line my students up to head to the assembly.
<b>9:00–9:55</b>	Today, I’m excited to begin a brand new unit in Math! After teaching the new concept to my students, my students work independently and then in partners. I spend every second of in-class time working with students to be sure they are mastering the math concepts to get them to college.
<b>10:00-10:55</b>	My students start Advisory reading silently. Afterwards, I teach a mini-lesson on financial responsibility and the importance of saving for college.
<b>11:00-11:45</b>	During my planning period, I review this week’s formative assessments and adjust my weekly plan based on the data. A few minutes into the period, Principal Johnson stops by my classroom to give me feedback on yesterday’s lesson. I

	love the frequency of feedback that I receive at my school, and I'm eager to implement Principal Johnson's recommendations into my next lesson plan.
<b>11:50-12:20</b>	I eat in the staff lounge and chat with other teachers on strategies to improve rigor and ratio in our classrooms. At 12:10pm, I head back to my classroom to set up for my next lesson. Mike, a student that had struggled in the early months, comes into my classroom a few minutes early to ask for help on last night's homework. It's incredible to see how much progress Mike has made, and I enthusiastically give him a five-high once he completes the problem.
<b>12:25-1:20</b>	My second math class begins. After reviewing the "Do Now" with the class, I put several problems on the board and have small groups work on them. When I see groups become stuck, I come over to assist them. Before the class ends, I review the homework assignment for tomorrow.
<b>1:25-2:20</b>	At 2:00pm, the peaceful buzz of students' group work is interrupted by a ruckus from one table. After investigating, I find that Jason and his partner, Amanda are having a disagreement. I revisit the behavior expectations and conflict resolution strategies we learned in Safe & Civil and soon they resolve their conflict.
<b>2:25-3:20</b>	Last class of the day! At 2:45pm, I administer the mini-assessment to see if last week's work paid off and then continue work on our new math unit. I'm excited to analyze the mini-assessment results to see how much my students have grown!
<b>3:30-4:30</b>	On Wednesdays, I hold office hours for my students. Providing one-on-one tutoring to my students is the favorite part of my week since it helps me learn so much more about their needs and how to improve their growth.
<b>4:30-5:00</b>	I pop into my colleague's classroom to say hi and end up helping her display writing samples on the wall. I notice that one of the best samples is by Corrina, a student who has been disengaged in my class. I ask my colleague about the tricks she's used to help Corrina make so much progress. Around 5:00pm, I pack up. This evening, I'll complete my lesson plans for the week.

## Supplemental Programming

1. If after-school or summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be delivered and funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. All new students registering at a Green Dot school are brought together at a Green Dot campus during the summer for an introduction to our culture of high expectations and personal accountability. At most Green Dot schools, **Summer Bridge** lasts for two weeks, runs from 8am-12pm and is staffed by existing teachers at the school. During Summer Bridge, students meet with their future teachers, attend classes and take initial placement exams. Throughout the summer, Green Dot academic teams analyze test scores and students assessed below grade level are assigned to Response to Intervention ("RTI") levels. Counselors, special education teachers and curriculum specialists review Individual Education Plans ("IEPs") and student transcripts, developing appropriate interventions that are shared with classroom teachers.

2. Green Dot Charter Middle School believes that co-curricular sports, clubs and community service activities are central to an effective education. Depending on student interest and sufficient fundraising, we aim to eventually offer a variety of boys' and girls' sports. Based on the operating history of other Green Dot schools, sports are offered as early as the school's first year of operation (typically one boys' and one girls' sports team in the first year). Practice and game facilities are secured through partnerships with local parks, recreation centers, Boys' and Girls' Clubs, and in some cases, district facilities. Green Dot Charter Middle School will also offer a variety of clubs & activities outside of the academic program. Depending on student interest and budgetary constraints, this may include, but would not be limited to, backpacking trips, ropes courses, debating teams, chess club and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities. Based on the operating history of other Green Dot schools, a smaller number of clubs, sports and activities are offered in the school's first year of operation but are then expanded in subsequent years based on student interest and demand.

3-4. Green Dot recognizes the critical importance of community-based services and parental involvement in addressing the out-of-school challenges that present barriers to student attendance and ultimately stall gains in student achievement. The Washington State Executive Director will work with the Home Office community partnerships teams to replicate Green Dot's approach to collaborating with the community and providing a comprehensive and integrated set of wraparound services and supports to students, families and community members including vision screenings, programs for high-risk youth and supports for youth in foster care. In recruiting partners, Green Dot Charter Middle School will seek out both national organizations as well as local community partners with an established track record of providing high-quality, culturally competent services. Green Dot Washington State has identified **Comprehensive Life Resources** and **Good Samaritan Behavioral Health**, local behavioral health agencies licensed through the state of Washington Division of Behavioral Health and Recovery, as potential partners to help integrate mental health supports into the Green Dot Washington State classrooms as well as build emotional and social resiliency. Green Dot Washington State will also seek out additional organizations with an established track record of providing high-quality, culturally competent services to the community. The design process will involve a comprehensive needs assessment and input from teachers, parents and community members to ensure that solutions are community-driven. Efforts will also ultimately be focused on building the capacity of partner agencies to monitor performance and operations.

## Special Populations and At-Risk Students

Schools are responsible for hiring licensed and endorsed special educators pursuant to law. School personnel shall participate in developing Individualized Education Programs (IEPs); identify and refer students for assessment of special education needs; maintain records; and cooperate in the delivery of special education instruction and services, as appropriate. All responses should indicate how the school will comply with applicable laws and regulations governing service to these student populations.

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language learners; students identified as intellectually gifted; and students at risk of academic failure or dropping out. The plan should address how the school will meet students' needs in the least restrictive environment.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Charter Middle School will follow child-find procedures to identify all students who may require assessment for special education and related services. If a student is referred to be assessed for special education, Green Dot Charter Middle School will comply with all provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974 and the Americans with

Disabilities Act of 1990, Title II. Green Dot Charter Middle School will also comply with all Washington State statutes and regulations including the Revised Code of Washington (RCW 28A.155) and the Washington Administrative Code (WAC 392-172A). Several processes will act as safety nets for students to make sure they are getting the support they need and not falling through the cracks including: **1) Data Analysis, 2) Response to Intervention** and **3) the Student Success Team**. Specific supports may vary depending on what would be most helpful for all students within the school, or for specific groups or individual students.

Green Dot strives to provide students with a learning experience characterized by appropriate rigorous academic instruction and high expectations for college readiness within an inclusive learning environment. Green Dot Charter Middle School leaders (primarily the Regional Instructional Coach and Executive Director in Year 1 until a Regional SPED Administrator is hired in Year 2) will work with Green Dot's Home Office Special Education Team and outside organizations such as **Comprehensive Life Resources** or **Good Samaritan Behavioral Health** to create an environment where all students are held to high expectations but still individually supported. An inclusion model with external support will be utilized at all grade levels to ensure students' needs are being met in the least restrictive environment ("LRE").

2. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to the targeted district or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

While open to all students, Green Dot Charter Middle School will make a substantial effort to recruit the underserved special populations and at-risk groups in Southeast Tacoma in the area south of Interstate 5, east of Interstate 5 and west of Waller Road. Since demographics differ slightly from north to south within our target community, Green Dot is using the average of all K-12 schools in Southeast Tacoma to estimate our anticipated population until we find a facility. Based on this composite, Green Dot Charter Middle School anticipates serving a student population that is 15% SPED, 17% ELLs, and 82% FRL. In addition, Green Dot anticipates that students will be multiple grade levels behind and require a set of academic and socio-emotional interventions to help remediate and accelerate all groups of students.

Green Dot has targeted Southeast Tacoma as an area of great need after conducting a thorough analysis of the available research on school quality, educational opportunity, student demographics and academic achievement across the state of Washington. According to the Washington State Report Card, Southeast Tacoma currently serves 9,820 K-12 students with approximately 2,600 of these students attending one of the four neighborhood middle schools (Baker, First Creek, Giaudrone, and Stewart). For the 2013-2014 school year, the Office of Superintendent of Public Instruction for the State of Washington ("OSPI") identified three of the four Southeast Tacoma middle schools as being on the Priority Schools List, placing these schools among the lowest 5 percent of Title I schools in the state, based on achievement on the statewide assessments, with a demonstrated a lack of progress on those assessments over three years. Despite these challenges, Tacoma has proven itself to be an incredibly innovative and vibrant district where current models around expanded learning and enrichment and restorative practice in discipline are beginning to show early success. Green Dot believes that providing a high-quality, rigorous middle school education will help contribute to changing the odds for families and their students in Southeast Tacoma.

As described in more detail in Questions 3-5, Green Dot will deploy several support strategies and use multiple resources to meet the diverse needs of the middle school students in Southeast Tacoma including **1) Data Analysis, 2) Response to Intervention** and **3) Student Success Team**. Community involvement



and parent engagement will also be critical success factors to ensure that students' needs are being met. Green Dot seeks to partner with families, community members and Tacoma Public Schools to improve education and student outcomes in Washington State. We are continuing to learn about Southeast Tacoma and, if approved, we will be anxious to gain a deeper understanding about the needs of students and families in the Southeast Tacoma community as well as strengthen partnerships with community members.

3. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
  - a. Methods for identifying students with special education needs (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
  - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);
  - d. Plans for promoting graduation for students with special education needs (high school only); and
  - e. Plans for qualified staffing adequate for the anticipated special needs population.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

3a-b. In accordance with the child find requirements under IDEA, Green Dot Charter Middle School will use a Student Success Team ("SST") and the Response to Intervention ("RTI") model to ensure students receive high-quality instruction matched to their needs. Green Dot will provide all students, including students with disabilities, with access to the general academic curriculum as well as all other educational programs and services provided for other students. Non-academic services and extracurricular activities will be provided in a manner that ensures an equal opportunity for participation by students with disabilities. Students with mild/moderate and/or moderate/severe disabilities will be included within our general education classroom environment and will be provided the accommodations, modifications, supports and resources necessary to be educated in the least restrictive environment (LRE), unless the IEP requires otherwise. Whenever a student's IEP determines that he/she be educated outside the general education environment, every effort will be made to ensure it would be the LRE and that all supports, accommodations or resources have been tried.

- **Student Success Team ("SST"):** Green Dot Charter Middle School will implement a SST to ensure that all students who are struggling academically or behaviorally are identified by key stakeholders. Members of the SST can include administrators, teachers, counselors, parents, students as well as outside service providers, if applicable. When a student first enrolls, the SST team will review the student's cumulative file records to identify history and analyze various sources of data such as attendance, grades, standardized tests and other assessments, teacher reports and observations. Through the examination of this data, the student will be grouped into the appropriate tier of leveled support. Strategies of various intensity levels will be applied to students within each RTI.
- **Response to Intervention ("RTI"):** RTI is a process that improves academic success through data analysis, targeted instruction and interventions and progress monitoring to prepare students for college, leadership and life. Green Dot's RTI process uses extensive intervention programs and supports, monitors the progress of the students who are receiving targeted interventions and uses data to identify how students are responding to interventions. Additional interventions are then determined to meet the targeted population that are making little to no progress.

- Tier I RTI Intervention: A classroom teacher is expected to deliver high-quality instruction to the whole class. To do so, teachers must differentiate their lessons by adapting objectives, modeling concepts and developing activities to address a range of learning styles and educational needs. Teachers assess student progress regularly and identify those struggling to keep up, in which case, they are placed in Tier II.
- Tier II RTI Intervention: Students in Tier II (approximately 20% of a class) are placed in small working groups within the classroom to focus three or four times a week on more targeted learning objectives and activities. Group work, directed by the teacher, gives students the opportunity to work through ideas at their own pace and the teacher the freedom to tailor his/her instruction to individual students. Students are evaluated on an ongoing basis and when objectives are achieved, they return to Tier I. Students who do not respond in Tier II are placed in Tier III.
- Tier III RTI Intervention: Students in Tier III (approximately 5% of a class) receive more focused, daily one-on-one instruction from either the classroom teacher or a SPED specialist either within the classroom or in out-of-class sessions. Students continue to be evaluated on, at a minimum, a weekly basis. When objectives are achieved, they are moved back into Tier II or Tier I settings. Students who remain unresponsive are referred for clinical evaluation by a school psychologist to determine the presence of any learning disabilities.

The RTI process identifies and tracks interventions for approximately six weeks to determine whether or not the student is responding. In the event of inadequate progress, the SST proceeds with making a referral for the student to be evaluated for SPED and related services. The Individuals with Disabilities Education Act (“IDEA”) Child Find and Referral provides that a referral may be initiated by a parent, teacher and student, or by another knowledgeable person concerned about a child.

3c. Once it has been determined that a student qualifies for SPED and/or related services, the IEP team, including members outlined in WAC 172A-03095, will meet to discuss the identified areas of need. The team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Behavioral Assessment (“FBA”) and Behavior Intervention Plan (“BIP”) for students with identified difficulties in behavior. Green Dot Charter Middle School will provide appropriate personnel, including SPED and related service personnel, with copies of the IEP and training in using special education strategies. Each special education student’s progress towards his/her IEP goals will be monitored regularly in accordance with IDEA and WAC 392 172A-13110 to ensure that the student’s needs are met and necessary supports are provided to ensure his/her success. Parents will also be provided reports of progress within the school quarterly progress reporting system, as well as within the annual IEP review.

Only certain classifications of disability are eligible for an IEP. Students who do not meet those classifications but still require some assistance to be able to participate fully in school may be candidates for a 504 plan. Green Dot will ensure that, in accordance with Section 504, the student has equal access to an education and there are no barriers to participation in the activities of school. A school 504 team, composed of school staff and professionals, will screen all referrals to determine whether evaluation is needed and whether or not a student is found eligible for services under Section 504. The assessment report will include the child’s educational performance including instructional strengths and weaknesses. This report will also include a summary of standardized test data, attendance information and samples of classroom performance. Other information may be used where appropriate, such as results of medical, psychological, speech/language, physical therapy (PT), occupational therapy (OT), developmental, vision and hearing evaluations. Once a 504 Plan is determined necessary, the student may receive accommodations and modifications in the 504 Plan to ensure success in the general education.

3d. Not applicable. Green Dot Charter Middle School is seeking to open a charter middle school.

3e. Green Dot Charter Middle School will hire SPED teachers and SPED aides to serve students with disabilities in accordance with the support level needed to implement the related services and specialized instruction detailed on the IEP. In Year 1, Green Dot anticipates a SPED student to teacher ratio of 12:1 as well as a SPED student to aide ratio of 15:1. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental health professional) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Speech language, occupational and physical therapy services may be provided internally or contracted to external providers for students who qualify. These SPED and related service providers will have the opportunity to collaborate with their general education peers in grade-level department meetings.

4. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
  - a. Methods for identifying ELL students (and avoiding misidentification);
  - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the academic program for these students;
  - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
  - d. Means for providing qualified staffing for ELL students.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. a.-d. Green Dot Charter Middle School will serve English Language Learners (“ELLs”) based on the U.S. Department of Education’s six steps of progression through an ELL program. Green Dot Charter Middle School will also comply with WAC 392-160, including but not limited to, WAC 392-160-015.

- 1) **Enrollment:** Green Dot will not discriminate based on English language proficiency or immigration status. Our enrollment form will not request a social security number. We will provide our families communication in a language they understand. The current budget includes at least one ELL teacher. Once we identify the percentage of ELL students at our schools, we will tailor our ELL staffing needs. All teachers will also be given professional development in teaching English language learners in their appropriate content areas.
- 2) **Identification:** The identification process for every student will include a Home Language Survey that will serve to identify all students’ primary or home language as well as a family’s potential need for interpretation or translation. The ELL Coordinator will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child’s educational needs.
- 3) **Assessing Students’ Language Proficiency:** If a student’s Home Language Survey indicates that a language other than English is spoken in the home, Green Dot Charter Middle School will administer the Washington English Language Placement Assessment (“WELPA”) within 30 calendar days of initial enrollment and annually thereafter during the state-established testing window until the student is re-designated as fluent English proficient.
- 4) **Placement and Services:** Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English (“SDAIE”). On a bi-monthly basis, the ELL Coordinator will meet with both classroom teachers and grade level teams to assess the progress of ELL students. The ELL Coordinator and classroom teachers will be responsible for monitoring the assessment of ELL students, reevaluating ELL services and



- communicating with ELL students' families on a quarterly basis about their children's progress.
- 5) **Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the WELPA. Results will be used to determine whether each ELL student is meeting Annual Measurable Achievement Objectives for English language proficiency as well as determine which students are no longer considered ELLs. The WELPA results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support.
  - 6) **Monitoring:** Once a student gains sufficient proficiency in English, he/she will be re-classified and will no longer participate in extra language support programs. The ELL Coordinator and the classroom teachers will continue to monitor the student's progress for an additional two years.

5. Explain how the school will identify and meet the learning needs of at-risk students as defined in RCW 28A.710.010(2). *"At-risk student" means a student who has an academic or economic disadvantage that requires assistance or special services to succeed in educational programs. The term includes, but is not limited to, students who do not meeting minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with lower participation rates in advanced or gifted programs, students who are limited in English proficiency, students who are members of economically disadvantaged families, and students who are identified as having special educational needs.*

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

To identify and meet the learning needs of at-risk students, Green Dot uses a data-driven approach to understanding our student population as early as possible, which in turn, enables our administrators and teachers to adequately plan the right portfolio of services and develop **Individualized Learning Plans** ("ILPs"). Green Dot's approach to implementing a portfolio of interventions for students that struggle with achieving educational success, whether due to academic or economic disadvantages, includes: 1) using data to identify and ensure targeted interventions and 2) providing tailored academic as well as non-academic supports in order to promote high achievement.

Green Dot Charter Middle School's culture of data analysis will help determine which students are not making expected levels of progress in reading or math on standard measures. The school's annual data review will include analysis of standardized testing results, a quarterly review of benchmark assessments or student behavioral or attendance data and ongoing grade-level progress monitoring. Other data reviewed may include discipline data or classroom progress reports. Green Dot's practice of continuous assessment of progress ensures appropriate instructional decision-making, teacher supports based on student performance outcomes and the provision of rigorous learning experiences for at-risk students. Lastly, as mentioned before, Green Dot's RTI model supports academic success through data analysis, targeted interventions and progress monitoring in order to prepare all students for college, leadership and life.

6. Explain how the school will identify and meet the needs of highly capable students, including the following:
  - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
  - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
  - c. Means for providing qualified staffing for intellectually gifted students.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Green Dot Charter Middle School will also serve the needs of intellectually gifted students in accordance with Washington State law and policies. Students achieving above grade level will be identified through

standardized test scores, teacher assessments and grades and benchmark data. Green Dot Charter Middle School will support all instructors in the development of materials and curricular enrichment activities so that gifted students are pushed across content areas. Students found to be achieving above grade level will have an opportunity to excel through flexible grouping of students within classes, differentiated instruction in the classroom in all subject areas and community service/leadership courses that allow them to apply their knowledge in authentic contexts to improve the school. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.<sup>4</sup> Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.<sup>5</sup> The community service/leadership courses that the Principal leads will push academically gifted students to apply their intellect to authentic projects that serve to improve the school's culture, structure, and environment.

## Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that is culturally inclusive and will provide equal access to interested students and families. Specifically describe the plan for outreach to at-risk students.
2. Provide, as **Attachment 6** the school's Enrollment Policy, which should be culturally inclusive and include the following:
  - a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
  - b. A timeline and plan for student recruitment/engagement and enrollment;
  - c. The lottery procedures that will be used should student interest exceed capacity;
  - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
  - e. Explanation of the purpose of any pre-admission activities for students or parents.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1-2. Green Dot is highly experienced in engaging with parents, students and the community. Refer below for our student recruitment and marketing plan and to **Attachment 6** for Green Dot's enrollment policy.

- **Pre-work:** During the initial planning year, the National Expansion Growth Team will continue researching and learning about the public education landscape in Washington State and build upon relationships Green Dot has started to form in Tacoma. [Refer to the Existing Operators Section, Question 1 for details on the National Expansion Growth Team and Washington State Regional Office.](#) Green Dot will reach out to key community, civic and political leaders to introduce the organization and obtain a better understanding of the needs of the community. We will also conduct extensive neighborhood analysis to understand our school feeder patterns and other elementary and middle schools in the area. Green Dot will also connect with the Commission to learn about the charter landscape and community partners.
- **Student Recruitment and Marketing:** The Washington State Executive Director will partner with the Home Office Director of Communications to develop a multi-pronged outreach strategy:

<sup>4</sup> "Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools," National Association for Gifted Children, 30 July 2009 <http://www.nagc.org/index.aspx?id=1027>.

<sup>5</sup> Colangelo, N., S.G. Assouline, M. U. M. Gross, "A Nation Deceived: How Schools Hold back American's Brightest Students," (Iowa: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004).

- Prong #1 – Meet with Key Influencers: The Washington State Executive Director will be responsible for leading community organizing to gain support for the school. He/she will host one-on-one meetings with major influencers including community organizations, administrators, counselors and teachers at feeder elementary schools, churches, elected officials, non-profit/social service providers, neighborhood councils, alumni and the media at least **nine months** prior to the opening of the school. The purpose of these meetings will be to build relationships, learn about each group’s interests and understand how to earn their support. The Executive Director will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, Green Dot will continue to build support for its schools by asking advocates to speak on its behalf and hosting large community gatherings.
- Prong #2 – Meet with Parents: Green Dot will directly reach out to current, surrounding area and feeder school parents through brochures, flyers, phone banking, door knocking, open houses and information sessions at least **six months** prior to the opening of the school. The purpose of these communications will be to provide information about Green Dot, identify common concerns around charters (e.g., serving at-risk students, anxiety around change, concern with the unknown) and address concerns through direct and consistent messaging. Green Dot will highlight its service to students, demonstrate to parents and other key stakeholders what high performing schools look like and honor the traditions and culture of the existing community while offering the promise of a safe and high quality education. In addition, we plan to highlight the additional supports we provide including wrap-around services, leadership opportunities, after-school programming, alumni associations, etc. To build credibility, Green Dot will have key community influencers attend parent meetings, and we will offer virtual tours of Green Dot California schools and testimonials from Green Dot students and families.
- Prong #3 – Foster Relationship with Students: We plan to launch a number of activities to ensure student involvement at least **six months** prior to the opening of the school. This plan will include presentations and videos at feeder elementary schools and community events so that students understand the “Green Dot Difference” and have a sense of what a Green Dot school is like. In addition, we plan to use these sessions as a two-way conversation so we can learn about their thoughts, worries and concerns and ease their fears about transitioning to middle school. We will set up virtual Q&A sessions for them with current Green Dot students in California so they can hear from actual students, and we will highlight the student organizations and activities they can be involved in upon enrolling.
- **Outreach to At-Risk Students**: The Manager of Finance and Business Affairs and the Principal will be responsible for student recruitment and retention. Green Dot Charter Middle School will tailor its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” 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. We will also adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

## Student Discipline

Describe in detail the school’s approach to student discipline. Provide as **Attachment 7** the school’s proposed discipline policy. The proposed policy must be culturally responsive and comply with any applicable state laws and Commission policies. The plan should provide evidence that it is based on research, theory, experience, or best practice. The description of the school’s approach and the proposed policy should address each of the following:

1. Equitable and fair practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
5. Discuss how students and parents/guardians will be informed of the school’s Discipline Policy.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot’s discipline policy is based on the research and philosophy of **Restorative Practice**. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. The “giving back” does not necessarily replace punitive actions that may result from the infraction. Rather, they are often in addition to such actions. Therefore, students who violate Green Dot Charter Middle 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 a foundation of our program. Restorative consequences are typically designed to restore the wrong doing. If graffiti was the infraction, covering the wall with paint is a reasonable restorative consequence. 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 clear success with its discipline philosophy at our existing Green Dot schools in California. In our 2012-2013 School Stakeholder Survey, more than 90% of students either agreed or strongly agreed with the statement “There are clear expectations for behavior in this class”.

### **Green Dot Charter Middle Schools’ Code of Conduct**

Below is an outline of Green Dot Charter Middle School’s recommended Code of Conduct. However, please note that some modifications may be made as the Principal, teachers and students make adjustments to adapt to the specific needs of their school community.

- I’m choosing to be here.
- I’m here to learn and achieve.
- I’m preparing for college, leadership and life.
- I’m responsible for my actions.
- I’m contributing to a safe, respectful, and cooperative community.
- I’m proud of my school!

### **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:

- **Level 1 Demerits:** The demerit/merit program serves as the foundation to Green Dot’s approach to

reinforcing positive behavior. Each student receives a merit and demerit card. The merit card tracks exemplary behavior/actions. When a staff member observes exemplary behavior, s/he will ask for the merit card and provide a merit. Students that meet merit goals are awarded according to an incentive menu (i.e., pizza party, BBQ lunch, dances). The demerit card tracks minor infractions (i.e., uniform violation, off-task during class, gum-chewing, foul language). When a staff member observes an offense, s/he respectfully asks for a student's demerit card and records the following: code of offense, date of offense, signature. After receiving six demerits, the student is assigned a three-hour afterschool detention.

- **Level 2 Referrals:** Level 2 violations involve actions that significantly impact a high achievement culture and community of safety, respect and cooperation (i.e., instigating a fight, insubordination, bullying). Students exhibiting Level 2 infractions should be referred to school administration. In addition to a referral, teachers are expected to use the incident as a teaching/relationship building opportunity and follow up with the student and parent. The line between Level 1 and 2 infractions is sometimes gray. During these gray situations, the teacher is expected to balance the needs of the individual student against the needs of the class. It is important to remember that once a student is removed from the classroom, the student loses valuable academic time. However, if the student is uncontrollable and is preventing others from learning, the student should be removed. Reasonable effort to address the situation is expected in order to maximize academic time for all students.
- **Level 3 Suspensions:** Level 3 violations involve actions that are very serious violations of the school's Code of Conduct and/or are criminal violations of Washington State law (i.e., drug possession, theft). Typical consequences include suspension or referral to a Discipline Review Panel.

2. Refer to the **Suspension/Expulsion Offenses** section in **Attachment 7**.

3. In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot Charter Middle 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.

4. Refer to the **Expulsion Procedures, Appeal Rights** and **Future Placement** sections in **Attachment 7**.

5. 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.

## Conversion Schools

Proposed conversion schools must provide a detailed plan for how they intend to engage the entire school community and any information regarding steps already taken.

1. Provide a detailed plan that demonstrates that the conversion school will have sufficient capacity to enroll all students who wish to remain enrolled in the school after conversion.
2. Provide, as **Attachment 8** evidence of demonstrated support for the proposed conversion in the form of a petition signed by a majority of teachers assigned to the school and/or a petition signed by a majority of parents of students in the school.
3. Provide evidence of the organization's prior experience in taking over or turning around an under-performing school and the ways in which the group will engage and transform the existing school culture.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Not applicable. Green Dot is not requesting approval to operate a conversion school.



## Family and Community Involvement

1. Describe the role to date of any parents/guardians and community members involved in developing the proposed school. Include other evidence of parent/guardian and community support for the proposed charter school.
2. Describe what you have done to assess and build parent/guardian and community demand for your school and how you will engage families and community members from the time that the school is approved through opening.
3. Describe how you will engage parents/guardians in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents/guardians.
4. Discuss the community resources that will be available to students and families. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 9** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. To date, Green Dot has spoken with Washington State Charter School Association representatives, district superintendents and union leaders, community partners and foundation leaders to better understand the public education landscape in Washington State. Upon approval by the Commission as an authorized operator, Green Dot will conduct more extensive outreach efforts to community members and parents.
2. The goals of Green Dot's community outreach will be to (1) learn more about the needs of students, families and communities, (2) share information with students, families and communities about the high-quality, rigorous college preparatory education that Green Dot offers and (3) explore potential partnerships that will serve the community. In the year leading up to the school opening, the Washington State Executive Director and the Founding Principal will reach out to the neighborhood groups and associations in the local area. This outreach will include churches, Boys' and Girls' clubs, neighborhood associations and other civically minded organizations. We will also hold open houses and community meetings that will be advertised through newspaper ads, church announcements, door flyers and other communication vehicles.
3. Green Dot Charter Middle School will have the following elements to engage parents/guardians:
  - **Parent Coordinator:** As the front line of communication and relationship with families, a full-time parent coordinator will be at the school. Green Dot views the parent coordinator as a critical team member in the effort to create strong school-family-community partnerships. This role is vital to ensuring that parents are fully integrated into the day-to-day operations of the school and feel a sense of accountability and connection to their child's education. The parent coordinator's responsibilities include conducting community outreach, organizing parent volunteers, addressing parent needs, recruiting new students, giving student tours and organizing workshops for parents and students.
  - **Parent Trainings:** Green Dot Charter Middle School is committed to actively integrating parents/guardians into all aspects of their students' school experience by offering the Green Dot Parent Academy, an eight-month program that consists of one 2-hour workshop per month from October through May culminating in a Parent Graduation in June. The goal of the program is to empower parents to become leaders who engage other parents to support and improve their children's schools. The Parent Coordinator leads this program with support from the Washington State

Executive Director. Specifically, Green Dot provides seven pre-packaged modules with the PowerPoint and notes already completed as options for the Parent Academy. Below are the topics for each module:

Parent Module	Training Description
The Green Dot Difference	What is a charter? What is Green Dot's History? What does it mean to attend a Green Dot school?
Family-School Communication	How can parents communicate with the school effectively? What does an effective parent-teacher conference look like?
Middle School 101	What is GPA? What is a credit? What are the requirements for promotion?
College-Readiness	What does my student need to do to go to college?
PowerSchool	How do I check my student's grades and other important data?
Effective Teaching	What does good teaching look like? What is Green Dot doing through TCRP?
Educational Equity	How can I support Green Dot? How can I get involved and advocate for educational equity for all kids?

- Parent Service Hours:** Green Dot Charter Middle School will recommend that parents provide 35 service hours to the school each year. Parents are encouraged to complete parenting, computer and English (as necessary) classes, as well as college and financial aid workshops. Parents have many additional opportunities to complete volunteer hours including assisting in the office, supervising before and after school, at lunch, during fieldtrips and school events, fundraising and attending parent workshops, meetings, and community events. Parents may also earn volunteer hours for hosting homework and study sessions in their home, regularly checking and signing student homework logs and completing parent surveys.
- School Stakeholder Surveys:** Green Dot Charter Middle School will conduct an annual School Stakeholder survey to gauge family involvement and satisfaction as well as incorporate family feedback. At our existing Green Dot schools in California, in our 2012-2013 School Stakeholder Survey, more than 90% of families across all Green Dot schools either agreed or strongly agreed with the statements that 1) Teachers at this school have helped my student set high academic goals and 2) Teachers at this school have helped my student to meet his/her academic goals.

4. Refer to **Attachment 9** for existing evidence of support from community partners.

### Educational Program Capacity

- Identify the key members of the school's leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
  - School leadership, administration, and governance;
  - Curriculum, instruction, and assessment;
  - Performance management; and
  - Family and community engagement.

Describe the group's ties to and/or knowledge of the target community.



2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
3. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.
4. Provide, as **Attachment 10**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

--OR--

If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

5. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring, and provide job descriptions as **Attachment 11**.
6. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Key school site leaders for Green Dot Charter Middle School will include:

- **Principal:** The Principal is the primary leader of the school, is accountable for the school’s academic performance and operations and reports to the Washington State Executive Director.
- **Assistant Principal(s):** In Year 1, one Assistant Principal will support the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular programs/activities and other school-site responsibilities. In Year 3, Green Dot Charter Middle School will hire a second Assistant Principal. Both Assistant Principals will report to the Principal.

School-site leaders will be supported by the National Expansion Growth Team, Green Dot’s Home Office and the Washington State Regional Office. [Refer to the Existing Operators Section, Question 1 for additional detail on these support structures.](#) Each school will also have a **School Leadership Team** (“SLT”), comprised of the Principal, Assistant Principals, Counselor(s) and Department Chairs, that will regularly review the school’s performance and make key decisions concerning the school.

2. Green Dot plans to partner with local community organizations to meet the diverse needs of students and families in Washington State. Several organizations we have or will develop relationships with include:

- **Human Capital Partners:** University of Washington, Washington State University, Seattle University, Teach For America, Washington Education Association, Teachers United
- **Mental Health, Social Support Service & Advocacy Providers:** Comprehensive Life Resources, Good Samaritan, Safe & Civil, Stand for Children

3. Green Dot plans to identify its Founding Principal at least **nine months** prior to the school opening. We will look within our existing cadre of administrators in California to identify our first Washington State Principal. Since this Principal will be familiar with the Green Dot mission and values, he/she will serve as a key ambassador of the Green Dot model in Washington State. School leaders new to Green Dot may spend a year in training through Green Dot's internal **Administrator-in-Residence ("AIR") program**. Green Dot's goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Charter Middle School. These Residents would likely be placed as Assistant Principals in Washington State schools after the completion of their residency. Green Dot may also hire experienced Principals from Washington State and place them directly into school leadership positions if they are highly qualified. [Refer to the Existing Operators Section, Question 1 for details on Green Dot's AIR leadership program.](#)

4. Green Dot conducts extensive diligence to select the most qualified and dedicated school leaders. Refer to **Attachment 10** for the job description and qualifications for the Principal role.

The Principal interview process includes five steps:

- 1) **Assessment with Human Capital:** The first step includes the initial resume/application screen and a phone interview with the Human Capital team. The interview includes an assessment of attitudes, knowledge of effective teaching and the candidate's alignment to Green Dot's mission and vision.
- 2) **Panel Presentation, In-Box & Writing Prompt:** Successful candidates are moved on to the next round of interviews with the Washington State Executive Director and/or VP of National Expansion. These interviews will be conducted in-person or over the phone.
  - **Panel Presentation:** During this interview, candidates are asked to conduct a 20-minute professional development session based on a pre-specified topic and data. The candidate is evaluated on organization and preparation of the session, presentation of materials, knowledge of the subject matter and knowledge of adult learning theory.
  - **In-Box Scenarios:** The candidate is presented with three different case studies and asked to prepare for a discussion around each scenario. Case-based interviews are used to assess leadership capacity in instructional leadership, problem solving and resource management.
  - **Writing Prompt:** The candidate is asked to complete a writing assignment assessing his/her ability to analyze and communicate an issue effectively in writing. In addition, the writing sample helps to determine a candidate's achievement in people management and problem solving.
- 3) **Campus Observation & Debrief:** Candidates are asked to shadow a Green Dot administrator for two hours. After this shadow experience, candidates reflect on what they saw and write up their insights around instructional leadership, people management, resource management, problem solving and community leadership. Candidates are also asked to describe three areas of strengths and opportunities for improvement and asked to offer specific evidence and ideas on next steps.
- 4) **Reference and Background Checks:** Reference and background checks are conducted for finalists.
- 5) **Community Interview:** – Finalists are asked to complete an in-person interview with a Community Panel comprised of the Washington State Executive Director and/or the VP of National Expansion, Assistant Principal(s), Teachers, Classified Staff Members, Parents and Students. The Washington State Executive Director and VP of National Expansion are responsible for the final hiring decision.

Green Dot will also seek partnership with local and national human capital organizations to identify potential candidates for future Washington State schools. Finally, we will use our extensive relationships with universities across the nation to search for candidates.

5. Green Dot's seasoned management team is experienced in leading public middle school reform. The Home Office supports to Green Dot Charter Middle School will be led by our Chief Executive Officer (CEO), Marco Petruzzi; President and Chief Academic Officer (CAO), Dr. Cristina de Jesus; Chief Financial Officer (CFO), Sabrina Ayala and our VP of National Expansion, Dr. Megan Quaille. The Washington State Executive Director will report to Dr. Quaille. The Executive Director is expected to be announced at least **nine months** before the opening of Green Dot Charter Middle School. Megan Quaille will serve as the Interim Executive Director until the full-time Executive Director is hired. [Refer to the Existing Operations Section, Question 1 for details on Megan Quaille's background and qualifications.](#)

The Washington State Executive Director will oversee the academic performance, instruction and operations across all Green Dot Washington State schools and the Washington State Regional Office. Working with the National Expansion Growth Team, his/her major duties will be to supervise, coach and evaluate all Green Dot Washington State Principals, manage the operations and finances of the region and build community relationships across the schools. The Executive Director will be the primary contact for the Washington State Charter School Commission and local district and serve as the liaison between Green Dot Charter Middle School and the Green Dot Board of Directors. The Executive Director will likely be selected from among Green Dot's existing leadership. The chosen candidate will have demonstrated leadership in both academic and operational settings and be intimately familiar with Green Dot's schools and operations.

Beyond the Washington State Executive Director and Principal, the Assistant Principal ("AP") will also serve as a key school site leader. The Principal will be supported by the Home Office Human Capital team to recruit and hire the remaining school staff positions. The selection process for the AP will begin in the planning year (Year 0) with the goal of having the AP hired before school starts. Recruitment and hiring includes multiple stages. During the first stage, Green Dot's Home Office Human Capital team will vet a series of resumes and applications to identify Assistant Principal candidates who meet our minimum criteria. These candidates will next be screened to ensure alignment with Green Dot's core values. Once a set of top candidates has been identified, the final stage will require the candidate to:

- Create a professional development presentation
- Produce an on-demand writing sample
- Watch a video of a teacher's lesson, providing feedback and next steps for support for that teacher
- Shadow a current Green Dot California Principal for a half day

The **Principal** will make the final hiring decision, followed by reference checks and a contract. Refer to **Attachment 11** for leadership biographies, resumes and job descriptions.

6. Depending on when the school assignment is announced, the **Principal**, in conjunction with the Washington State Regional Office, will lead the development of the school. The Washington State Regional Office will play key roles in recruiting/hiring school staff, building relationships with community partners, ensuring compliance to Washington State regulations and policies and managing all start-up operations for the school. The following staff members in the Washington State Regional Office will work on a full-time or nearly full-time basis: **Executive Director, Instructional Coach, Manager of Finance & Business Affairs**. The **National Expansion Growth Team** will also play a key role during the school's formation. Green Dot is seeking philanthropic funding and/or grants to support the Washington State Regional Office and National Expansion Growth Team in initial years of operation. In the future, these costs will be shared across all Green Dot Washington State schools and covered by shared services fees in steady-state. In addition, Green Dot Washington State will receive support from Green Dot Public Schools National.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

## Section 2. Operations Plan and Capacity

(25 pages)

### Governance

#### Legal Status and Governing Documents

Describe the proposed school’s legal status, including non-profit status and federal tax-exempt status. Submit, as **Attachment 12** the Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings for the preceding items), a completed and signed Statement of Assurances, bylaws, and any other governing documents already adopted, such as board policies.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Green Dot Public Schools Washington State (“Green Dot Washington State”) is a recently incorporated Washington State nonprofit. The organization has applied for federal tax-exempt status and is awaiting a response from the IRS. The Board of Green Dot Washington State is comprised of Board members from the Puget Sound region. Green Dot Washington State is part of the Green Dot Public Schools family of organizations. Green Dot Public Schools (“Green Dot”) is in the process of transitioning its governance structure. Over the course of the next year, Green Dot has plans to separate into Green Dot Public Schools (National), which will provide shared academic, operational and financial services and oversight to all regions, as well as Green Dot Public Schools California and Green Dot Public Schools Tennessee. By accessing shared services from Green Dot Public Schools, Green Dot Washington State will learn from the best practices Green Dot has learned over the last 13 years of experience and by launching and managing the 19 schools in its portfolio.

Each entity listed above will be separately incorporated and have a separate/local Board of Directors. Green Dot Public Schools National will retain the power to appoint and remove Board Members of Green Dot Washington State. In addition, Green Dot Washington State will sign a licensing agreement with Green Dot Public Schools National. This agreement will help clarify the Green Dot model, areas for innovation and tailoring of the model to the local context and ways to collaborate within the Green Dot family. For the purposes of this application, Green Dot refers to Green Dot Public Schools, the current organization that will eventually be split up three entities (National, California and Tennessee). Refer to **Attachment 12** for Green Dot Washington State’s Articles of Incorporation, proof of non-profit status and tax exempt status.

#### Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing plan and structure in: a) Year 1; and b) at capacity.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

#### Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing

board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

3. Identify all current and prospective board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed board Member Information Sheet, resume, and professional biography for each board member.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.
5. If this application is being submitted by an existing non-profit organization respond to the following:
  - a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
  - b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
  - c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of any additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. The Board of Directors of Green Dot Washington State will have ultimate responsibility for major strategic and policy decisions related to Green Dot's Washington State schools as well as ensuring Green Dot Charter Middle School's financial sustainability.

2. The role of the governing Board will be to:

- Green light the launch of Green Dot Washington State
- Set the strategic direction of Green Dot Washington State
- Monitor academic and operational performance of Green Dot Washington State and each campus
- Approve major school policies
- Support the Washington State Executive Director ("Executive Director")
- Ensure financial sustainability of Green Dot Washington State by approving the organizational budget and each campus budget
- Provide consultation in areas of expertise – legal, real estate, finance, public and media relations, education, community engagement, legislation and government relations



- Support and help in fundraising efforts
- Act as an ambassador for Green Dot by promoting the organization and its successes to community leaders, funders and influencers
- Collaborate and share best practices with Green Dot Public Schools National and other Green Dot Public Schools organizations

**Interactions with Head of School:** The Board of Directors will primarily interact with the Washington State Executive Director, who in turn, will coach the Principal and lead the Regional Office. The School Leadership Team will meet with the Board of Directors intermittently, but Green Dot’s intention is to have the School Leadership Team focus on instructional leadership and managing stakeholders within their school building, while the Executive Director manages the relationship with the Board of Directors.

**Interactions with Advisory Bodies:** The School Advisory Councils (“SACs”) will interact with the Board indirectly. The SAC bylaws reinforce their steadfast commitment to personalizing learning for all students. SACs will make recommendations around curricula, the school calendar and alignment of the budget with school priorities prior to Board review. In addition, SACs will evaluate the school’s performance against school-specific goals and support efforts around student recruiting and daily attendance. SACs share recommendations with school leaders and the Manager of Finance and Business Affairs. These groups will then share the recommendation with the Washington State Executive Director, who will, in turn, share recommendations with the Green Dot Washington State Board of Directors.

**Size:** Green Dot Washington State aims to have a Board of as few as three and as many as twenty-five members, per the Bylaws. Over time, this Board could grow and expand based on the organization’s needs. Specifically, the powers and duties of the Green Dot Washington State Board of Directors are listed in the Green Dot Washington State bylaws and include:

- Approving or denying the recommendation from Green Dot Public Schools National regarding the hiring, evaluation and compensation or termination of the Washington State Executive Director
- Approving or denying the budget put forth by the Washington State Regional Office (“Regional Office”) in collaboration with Green Dot National
- Set strategy and policy in collaboration with Green Dot National and the Regional Office
- Protecting Green Dot Washington State from financial, legal and organizational risk
- Conducting and managing the business affairs of the organization
- Assuming obligations and entering into contracts
- Managing risk and liability
- Filling of vacancies on the Board of Directors
- Amending, repealing or adopting new bylaws
- Appointing Board Officers; however, Green Dot Public Schools National will retain ultimate decision rights over the appointment of Directors on the Board

To ensure the success of Green Dot Washington State, the full Board will review academic, cultural and financial data on a regular basis. In addition, the Board can choose to appoint a series of committees that will more closely monitor the school’s performance in certain areas. These may include:

- **Executive:** Comprised of officers and committee chairs, has special authorities/responsibilities, ensures strong governance, oversees recruitment, nomination and selection of Board members
- **Education:** Reviews annual performance goals, monitors school progress, advises Green Dot

- Charter Middle School on curriculum, educator effectiveness, assessment and accreditation
- **Audit and Finance:** Ensures organization is in good fiscal health, compliance with laws and strategic priorities are reflected in budget, oversees selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development, builds financial support for Green Dot Washington State
- **Governance:** Develops policies and procedures around Board governance including expansion of the Board

The Board of Directors of Green Dot Washington State will evaluate the Washington State Executive Director, with recommendation and input from Green Dot National. The Executive Director will evaluate the School Leadership Team with input from the VP of National Expansion. The Board will evaluate the Executive Director according to a set of competencies. These competencies may include: achievement of annual performance goals, strategic planning, administration, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills and interpersonal skills. Green Dot National will provide detailed recommendations regarding the success of the school and the school leader in accordance with the performance management frameworks described in the [Staffing Plans, Hiring, Management, and Evaluation Section](#). The Board can then decide how to incorporate these recommendations as they make the final decision regarding performance of the Executive Director.

Parents and other stakeholders will have a voice through School Advisory Councils and through the opportunity to comment at the open Board meetings that will be held by Green Dot Washington State. Additionally, the Board will have management share trends emerging in stakeholder data and listen as the Executive Director communicates high priority discussion items from the School Advisory Councils. A meeting calendar and agenda will be posted publicly.

3. The Green Dot Washington State Board of Directors will consist of business, non-profit, education and community leaders who are dedicated to preparing Green Dot Washington State students to be successful in college, leadership and life. Board members are selected for their proven dedication to Green Dot's mission. Board members also have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits and budgeting, fundraising, marketing, real estate, public affairs and advocacy, technology, legal services and strategic management.

Current and prospective Board members include: Kimberly Mitchell, Andrew Buhayar, Marguerite Kondracke and Kaaren Andrews. Ms. Mitchell currently serves as a Founder and Consultant at Inquiry Partners, where she helps education organizations think through inquiry-based strategies and professional development to prepare teachers and students for the Common Core as well as promote deeper learning. She has worked at a variety of education nonprofits and local foundations, has extensive connections within Washington State and serves as Board Treasurer at another nonprofit. Mr. Buhayar is currently the Head of User Research and Data Analytics at Nordstrom People Lab. In this role, he is charged with enhancing Nordstrom's workplace and empowering employees to work to their potential. He brings strategic planning and analytical expertise as well as a multidisciplinary background. Mrs. Kondracke was most recently President and CEO of America's Promise Alliance. Ms. Andrews is the Principal of Interagency Academy. Together, this group brings together a diverse set of experiences that will ensure Green Dot Washington State is an academic, financial and operational success. Refer to **Attachment 14** for signed Board Member Information Sheets, resumes and professional biographies for each current and prospective member.

While Green Dot has a Founding Board in place currently, it will elect the following positions as it grows in



size: President / Chairperson, Secretary, Treasurer and Executive Director.

- **President / Chairperson of the Board:** He/she is the principal officer of the Board and serves as the liaison between the Board and the Executive Director. He/she will, when present, preside at all meetings of the Board of Directors. The President appoints the members of each standing or ad hoc committee of the Board and may serve on any standing or ad hoc committee of the Board.
- **Secretary:** He/she will keep the minutes of the proceedings of the Board of Directors, see that all notices are properly given in accordance with applicable law and maintain appropriate financial information pertaining to the Board.
- **Treasurer:** He/she will be responsible for all funds and securities of the school, receive and give receipts for monies due and payable, disburse the funds of the school in accordance with the directives of the Board of Directors and provide an account of financial information to the Board.
- **Executive Director:** He/she will serve as an ex-officio, non-voting member, report directly to the Board (as illustrated in **Attachment 13**), be responsible for the day-to-day operations of the school and provide regular reports to the Board regarding the performance of the school.

4. The Green Dot Washington State Board in place at the time of the application is a formal governing Board. Once Green Dot knows the status of its charter petition this spring, we will seek to add additional Board members.

5. Green Dot Public Schools has incorporated a new entity and developed a new governing Board for Green Dot Washington State. The existing Green Dot Public Schools Board will have the power to appoint and remove directors of Green Dot Washington State. In addition, the Boards of Directors of Green Dot Public Schools National, Green Dot Public Schools California and Green Dot Washington State will collaborate to share best practices and align on the strategic direction of the family of organizations. In addition, Green Dot Public Schools National will work with regions to sign licensing agreements outlining the Green Dot model and appropriate use of the Green Dot brand and shared services agreements outlining the specific services to be provided by Green Dot Public Schools National in exchange for a shared services fee. Green Dot will also provide input into the hiring and firing of Executive Directors and lead screening of Principal candidates.

6. After the planning year, the Board of Directors will discuss additions to Board membership annually at scheduled meetings. Candidates are typically referred by an existing board member. One of the Board's responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise and resources. Once a candidate is nominated, the Board will review a nominee's professional background, community involvement and commitment to Green Dot Washington State's mission. Candidates will visit a Green Dot School (if possible) and meet with the Board Chair, one other Board Member and the Washington State Executive Director. During these meetings, the member has ample time to ask questions about Green Dot's school model, student life, financial situation and other areas as desired. Once new members join the board, they receive a copy of the Green Dot Washington State bylaws, information about compliance and disclosure requirements, a copy of our audited financials and budget, a strategic plan and a Board Roster so they can begin contributing from their first meeting onwards. To be confirmed, nominees have to receive a majority vote by the existing Green Dot Washington State Board of Directors.

The Board will meet once a quarter at a minimum. The Board may choose to appoint an Executive Committee that will meet with greater frequency and retain decision-making powers. Refer to **Question 2** in this section for the remaining committees that the Board may choose to appoint.

7. There are no existing relationships that could pose real or perceived conflicts if our application is approved. Green Dot currently complies with conflict of interest and disclosure requirements set forth by the California Fair Political Practices Commission and will comply with any required conflict of interest disclosure laws set forth in Washington State, including open meetings laws, public records laws and the Ethics in Public Service Act.

Members of the Green Dot Washington State Board of Directors, any administrators, managers or employees and any other committees of Green Dot shall comply with applicable federal and state laws, nonprofit integrity standards and the Washington State Charter School Commission’s charter school policies and regulations regarding ethics and conflicts of interest. Green Dot shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers, other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Green Dot Public Schools Conflict of Interest Policy have been fulfilled. The Green Dot Washington State Board of Directors will adhere to honest, ethical and lawful conduct in order to protect the reputation and integrity of the organization, and as outlined by the Code of Ethics. Board members are expected to exercise good judgment and the highest ethical standards in all activities on behalf of Green Dot as well as in private activities outside the organization. In instances where even the appearance of conflict exists, Board members must disclose the nature of the conflict to the Board Chairperson. The Chairperson, along with the remaining members of the Board, will then review the nature of the conflict and ascertain whether the activity in question is appropriate under Green Dot Washington State policies.

8. Green Dot Washington State will increase the capacity of the Board by strategically adding Board members with experience in each of these three areas: Strategic Experience (finance, public education, entrepreneurship, venture capitalist, replication and expansion, legal or real estate); Relationships (Washington State Charter School Commission, philanthropy, higher education, Olympia and Washington DC [federal policy advocacy]); Diversity (live in district, race/ethnicity, gender) and Sponsorship (ability to provide direct support).

In addition, all Board members will receive an orientation that covers Green Dot’s mission, vision and core values, the Green Dot model, important data points and accountability, the Green Dot Difference and requirements of Board service and compliance, including open meetings laws. On an annual basis, the Board will receive training on public/open meeting requirements. Throughout the year, the Board receives refresher presentations and updates on key aspects of the Green Dot portfolio – academic results, financial position, facilities, compliance submissions and health and safety policies. The Board Chairman and the Washington State Executive Director will meet on a monthly basis to discuss key areas where the Board would like to have additional information so they are best prepared to govern. These topics are addressed in future board meetings.

<b>Training and Development</b>	<b>Timetable</b>	<b>Requirements for Participation</b>
Orientation	When a Board member joins	All
Public Meetings	Annually	All
Elevator Pitch on Green Dot	Annually	All
Understanding Green Dot’s Financials	When a Board member joins	Finance Committee Members
Understanding Green Dot’s Assessment Plan and Results	When a Board member joins	Education Committee Members

## Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents/guardians, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Each Green Dot school in Washington State will have a **School Advisory Council** ("SAC") comprised of parents, teachers, classified staff, students, community representatives and school leaders to ensure fair representation of diverse thoughts and oversight of the school. The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. The SAC monitors the school's plan describing curricula, instructional strategies and instructional services for high-needs students and professional development for teachers. The SAC provides input into allocation of school stipends, the calendar for the academic year and the school budget. In addition, students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting and whole school meetings. The Principal of Green Dot Charter Middle School will elevate any critical issues raised by the SAC to the Executive Director so he/she can work with the Green Dot Washington State Board of Directors to address these concerns. SAC members will be notified of Green Dot Board Meetings so that they may attend directly if so motivated.

## Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Green Dot encourages community and parent participation and feedback on decisions impacting them and their students. Parents are encouraged to reach out to their Principal or the Washington State Executive Director to express any concerns or objections. Green Dot's philosophy is that concerns should ideally be resolved directly with the stakeholder with whom there is a concern. If the problem or conflict is unresolved, it is essential that the Principal be included in the process of resolving concerns so that the administrator can make decisions that are in the best interest of the school. For Green Dot's existing **conflict resolution policies** for students and parents/guardians at our California schools, [refer to here](#).

### Student Grievance Process

If a student has a request, issue or grievance that he/she believes is not being addressed consistently with the philosophy of the school, its policies and procedures, he/she may enter into the grievance process so that issues are resolve constructively. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

- **Step One:** The student presents his/her 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:** If there is dissatisfaction with the decision or if 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). Following a review of 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 Three:** If the response given by the counselor or administrator seems unreasonable to the student, he/she should then submit a written request for a meeting with the Principal. Following a

review of the request and an investigation of the issue, a meeting will be scheduled with 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.

### **Parent and Guardian Grievance Process**

If a parent has a request, issue or grievance that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures, he/she may enter into the grievance process so that issues are resolved constructively.

- **Step One:** The parent/guardian presents the 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 parent/guardian a decision within a reasonable amount of time.
- **Step Two:** 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 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.
- **Step Three:** If the response given by the Principal seems unreasonable, he/she should then submit request a meeting with the Washington State Executive Director, who oversees the school. Following a review of the request and an investigation of the issue, a meeting will be scheduled with 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.

Green Dot Charter Middle School will also adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX or Section 504. Green Dot Charter Middle School will implement specific and continuing steps to notify current and prospective employees, parents and students, referral sources for current and prospective employees and all unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of gender or mental or physical disability in the educational program or activity which it operates, and that it is required, by Title IX and Section 504 not to discriminate in such a manner.

### **District Partnerships**

Explain any proposed partnership agreement between the charter school and the school district or Education Service District (ESD) where the school is proposed to be located. Include the terms of that agreement.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

If approved, over the next two years, Green Dot Washington State will work with Tacoma Public Schools to further define specific avenues of collaboration. Green Dot holds Tacoma Public Schools in high regards for its leadership and focus on innovation – through the Innovation Schools and through participating in the collaborative collective action teams organized by the Foundation for Tacoma Students. Collaboration could be operational in nature – in terms of contracting for food service, transportation or special education services – or focused on best practice sharing and opportunities for collaboration. Green Dot met with Deputy Superintendent Josh Garcia in October 2013 to begin these conversations. In addition, Green Dot has a leadership development program for school administrators. [Refer to the Existing Operators Section.](#)

[Question 1 for details on this program.](#) In the past, we've explored collaboration with other school districts. Green Dot could potentially partner with interested Washington State districts to train leaders as part of the California leadership development program. Lastly, Green Dot would also be interested in partnering with districts to identify if there are any available/underutilized facilities for future schools.

## Education Service Providers (ESP) and Other Partnerships

Describe any other proposed partnerships or contractual relationships that will be central to the school's operations or mission.

If the school intends to contract with an ESP for the management of the school or substantial educational services, address the following:

1. Provide evidence of the non-profit ESP's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
2. As **Attachment 16** provide a term sheet that includes:
  - a. Proposed duration of the service contract;
  - b. Roles and responsibilities of the governing board, school staff, and ESP;
  - c. Scope of services and resources to be provided by the ESP;
  - d. Performance evaluations measures and timelines;
  - e. Compensations structure, including clear identification of all fees to be paid to the ESP;
  - f. Methods of contract oversight and enforcement;
  - g. Investment disclosure; and
  - h. Conditions for renewal and termination of the contract
3. Disclose and explain any existing or potential conflicts of interest between the charter school board and proposed service provider or any affiliated business entities.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Green Dot Washington State will not use an education service provider and will be directly managed by the Board and management of Green Dot Washington State. It will contract for academic, financial and operational support from Green Dot Public Schools. However, employees within the Green Dot Washington State Regional Office will be empowered to manage regional operations. There are no existing or potential conflicts of interest between the charter school board and any affiliated business entities.

## Staffing

### Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. Use the template provided by the Commission to prepare your response. The staffing chart and accompanying notes or roster should identify the following:
  - a. Year 1 positions, as well as positions to be added during the first charter term;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed, including plans for performance management. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1-2. The Washington State Executive Director will oversee the academic performance and operations of Green Dot Charter Middle School, including the development and evaluation of the school's administrative team. At the school level, the Principal is responsible for the day-to-day school operations. The Executive Director provides coaching on a bi-weekly basis for the Principal and Assistant Principals, ongoing

professional development and informal performance management. In addition, there will be oversight from Green Dot Public Schools National. The School Leadership Team is responsible for school target setting, making the necessary accommodations to achieve the schools' goals and gathering feedback from all stakeholders to identify areas of improvement. Refer to **Attachment 17** for a complete staffing chart for the school and to [Green Dot's Division of Responsibilities Table](#) for how roles and responsibilities will be split between Green Dot Public Schools National, the Regional team and the School Leadership Team.

Green Dot also has robust performance management frameworks in place for its certificated teachers, classified staff and central office employees:

- **Certificated Teachers:** [Refer to the below Staffing Plans, Hiring, Management, and Evaluation Section for details on how teachers will be supported, developed and evaluation each school year.](#)
- **Classified Staff:** Classified staff receive evaluations in multiple ways.
  - Progress towards performance metrics set by them and their administrator
  - Overall strengths and opportunities for development
  - Evaluation against a rubric and competencies: Commitment to Green Dot's Mission, Responsiveness, Competencies and Expertise, Developing Relationships within School and Department, Across the Organization and with External Stakeholders, Process Improvement, Professional Development and Growth, Communication Skills and Time Management
- **Central Office Staff:** Central office staff receive evaluations from multiple perspectives (supervisors, peers and self) against competencies laid out in a performance standards rubric.

Green Dot strives to maintain a student-to-teacher ratio of approximately 20:1 in its schools. Depending on the specific needs of the student body, additional specialists may be added to support students. The total student-to-adult ratio will be approximately 12:1.

## Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as **Attachment 18**, any leadership evaluation tool(s) that you have identified or developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year in accordance with the state accountability plan. Provide, as **Attachment 19**, any teacher evaluation tool(s) that already exist for the school, or state if the school intends to follow the state teacher evaluation plan.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Washington State's certificated and classified employees will be eligible to organize and undertake collective bargaining. Green Dot believes strongly in the concept of teacher voice and would like



to see an alternative approach to the traditional discussion between charters and union leaders. Administrators and Regional Office staff will be at will.

2. The proposed salary ranges and employment benefits are as follows:

	Salary / Wages	Benefits**	Incentives***
Principal	\$100,000-\$120,000	Standard GD Benefits	Eligible for performance based compensation of \$7,500
Assistant Principal	\$80,000 - \$99,000	Standard GD Benefits	Eligible for performance based compensation of \$4,750
Psychologist	\$65,000-\$80,000	Standard GD Benefits	
Teacher – ELA	\$50,000-\$55,000	Standard GD Benefits	Eligible for performance-based compensation of \$2,000
Teacher – Math	\$50,000-\$55,000	Standard GD Benefits	
Teacher – Science	\$50,000-\$55,000	Standard GD Benefits	
Teacher – History	\$50,000-\$55,000	Standard GD Benefits	
Teacher – Elective	\$50,000-\$55,000	Standard GD Benefits	
Teacher – SPED	\$50,000-\$55,000	Standard GD Benefits	
Counselor	\$50,000-\$55,000	Standard GD Benefits	
Behavioral Specialist	\$50,000	Standard GD Benefits	
Athletic Director/After School Coordinator	\$35,000	Standard GD Benefits	
Office Manager	\$50,000	Standard GD Benefits	
SPED Aide	\$23,370	Standard GD Benefits	
Campus Aide	\$24,600	Standard GD Benefits	
Office Assistant - Full Time	\$29,520	Standard GD Benefits	
Parent Coordinator	\$32,800	Standard GD Benefits	
Security	\$36,080	Standard GD Benefits	

\*\* Standard Green Dot benefits are available to all full-time employees (30 hours/week or more): full medical, dental, vision, life and disability insurance, FICA, workers' compensation, retirement savings plans and unemployment insurance. Green Dot is awaiting the results of the IRS ruling on whether or not charter schools are eligible to, mandated or ineligible to participate in the public retirement system in Washington State.

\*\*\* Principals, Assistant Principals and teachers are eligible for performance-based bonuses; teacher bonuses are currently paid through Green Dot's Teacher Incentive Fund grant.

Green Dot's strategies for retaining high-performing teachers stem from alignment around multiple human capital policies. Green Dot has a thoughtful multi-stage, human capital selection process which ensures fit between the candidate and their school site. Green Dot seeks teachers with a growth mindset and also provides coaching and supports to help teachers develop. Longer-term, Green Dot teachers have access to leadership opportunities, enabling them to remain in the classroom while advancing their career. Green Dot's teacher retention rate was 82% for the 2012-2013 school year.



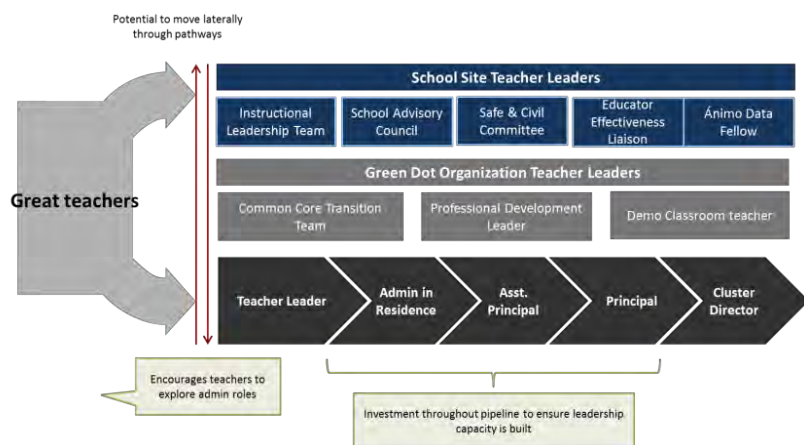
## **Incentives and Reward Structures**

Green Dot's current plans include a compensation system with a performance bonus. Green Dot won a Teacher Incentive Fund Cohort 4 Award, which is furthering our work on evaluating, supporting and developing effective educators. To recognize and reward great teaching, Green Dot has begun offering bonuses to high performing teachers. Depending on funding rates and the ability to develop an evaluation system that teachers trust as Green Dot transitions to the Common Core, Green Dot Washington State would seek to build a similar performance-based system.

An additional critical incentive structure for teacher retention is providing teachers with a voice in decision-making around policies and programs that impact them and their schools. There are structures for eliciting input within the region and at each school. These include the School Advisory Council, the Safe and Civil team, the Instructional Leadership Team ("ILT"). [Refer to the Governing Board Section for details on the School Advisory Council.](#) The Safe and Civil team develops school policies around Code of Conduct and culture. The Instructional Leadership Team is comprised of the heads of each department. The ILT analyzes data to inform school-wide professional development, plans school-wide collaboration opportunities and develops plans to work with departments around key instructional decisions.

## **Career Ladder Opportunities**

Green Dot has also developed a meaningful career ladder to allow proven teachers a path for growth and greater responsibility. After teachers have mastered classroom instruction and reach "Highly Effective," they can step into Teacher Leadership roles. Once Green Dot Washington State grows in size, many of these teacher leadership opportunities will be made available to teachers.



## **School Site Teacher Leaders**

- Instructional Leadership Team: Provides input into school instructional model
- School Advisory Council: Provides input into school budget and tracks progress towards goals
- Safe and Civil Committee: Provides input into school policies around Code of Conduct and culture
- Educator Effectiveness Site Liaison: Disseminates information and promotes healthy dialogue around Green Dot's Educator Effectiveness work on their school campuses
- Ánimo Data Fellow: Develops and implements data systems and data-driven deliverables that provide teachers with timely, actionable data to improve student outcomes

## **Green Dot Organization Teacher Leaders**

- Common Core Transition Team: Teacher team focused on supporting Green Dot's transition to Common Core; team provides input into professional development, curriculum development and technology requirements to successfully execute this shift
- Professional Development Leaders: Lead professional development for their department focused on instructional practices, the College-Ready Teaching Framework and Common Core.
- Demo Classroom Teacher: Highly effective teachers who open their classrooms to cohorts of

teachers to provide them the opportunity to learn. (After the observation, the cohort of teachers debrief with a facilitator, other guest teachers and the Demo Classroom Teacher. Demo Classrooms provide job-embedded professional development and help our organization build a more robust coaching model.)

In addition, Green Dot hosted its first Golden Dot Awards ceremony last year to formally recognize and celebrate staff members and administrators across the organization who exemplified Green Dot's core values. Lastly, Green Dot realizes that opportunities for collaboration with peer teachers (across subject areas and grade levels) are a critical aspect of retention. As Green Dot Washington State grows, we will provide regular opportunities for teachers to convene for professional development and build networks across schools. We are also exploring how we can create communities of practice across regions so teachers in California, Tennessee and Washington can learn from each other directly or virtually.

3. Green Dot conducts extensive recruitment and a multi-step selection process to find the strongest possible school leaders and teachers for our students.

#### **Teacher Recruitment Strategy:**

Green Dot Charter Middle School will hire a diverse faculty comprised of the best teachers available. We will achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate an *unwavering belief* in the potential of all students, are passionate about improving public education and have a growth and development mindset.

We plan to contact top graduate and education programs in the country and publicize our Washington State schools to experienced teachers. We will focus recruiting efforts on and begin collaborations with local universities and colleges, including University of Washington, Washington State University and Seattle University. We anticipate advertising nationally and locally and will post online. We will also work with Teach for America to access their corps members and alumni in the region as well as explore partnerships with organizations like the New Teacher Project, which is exploring building a program in Washington. We also plan to have a presence at local job fairs and distribute flyers and brochures at local community hubs.

Green Dot will develop its recruiting strategy and make key hires to support teacher recruiting for our Founding School in fall 2014. The Green Dot Home Office Human Capital team will develop the initial recruiting strategy for Washington State schools and dedicate a Recruiter to support the implementation of this strategy. The Washington State Executive Director will hire a Manager of Human Capital & Human Resources to provide on-the-ground support and build relationships with local partners and organizations in Year 2 and beyond.

#### **Teacher Hiring and Selection:**

Green Dot's teacher interview process includes six steps with the **Principal** being responsible for making the final hiring decision. The first four steps (and the final step of reference checks) will likely be conducted by Green Dot's Home Office Human Capital Team and Step 5 would occur within Washington State.

- 1) **Online Application:** The application includes a resume, cover letter and credential check.
- 2) **Phone Screen:** Green Dot will ask three questions to assess cultural fit and "grit" or ability to teach in an urban setting. This stage helps Green Dot assess whether the candidate fits the Green Dot culture, shows perseverance and passion and is reflective.
- 3) **Lesson Plan:** Candidates that pass the phone screen are asked to submit a lesson plan two days

prior to the interview day. Through the lesson plan submission, Green Dot assesses the candidate's ability and depth in designing lesson plans that contain specific strategies to engage students.

- 4) **Interview Day:** The interview day consists of candidates responding to three writing prompts, participation in a Socratic seminar and a feedback session on the candidate's submitted lesson plan. The Socratic discussion helps Green Dot assess if the candidate fits Green Dot culture, has a similar definition of social justice (i.e., high expectations for all brings equity in education) and possesses a passion for the work. The lesson plan review demonstrates how the candidate responds to feedback.
- 5) **School Interview:** Finalists are asked to complete an in-person interview with the school site recruitment team (comprised of the Principal, Assistant Principal(s), Teachers and Students).
  - **Demo Lesson:** Candidates are asked to conduct a 20-minute lesson demonstration on an assigned topic and submit a full lesson plan to be reviewed. The candidate is evaluated on mastery of content knowledge, classroom management skills, flexibility and reactions to real-life scenarios.
  - **Reflection and Feedback Session:** The candidate is asked to complete a writing assignment assessing his/her performance in the demonstration lesson and reflecting on the strengths of the lesson and areas for improvement. The candidate then returns to the hiring panel to share his/her reflections and receive feedback. This exercise demonstrates the ability to be a reflective practitioner, receive constructive feedback and improve his/her practice.
- 6) **Reference and Background Checks:** Reference and background checks are conducted for finalists.

4. Green Dot aims for all hiring processes for school personnel to be multi-step (with a resume screen and a performance task related to the role that will be filled), reflective and to assess the candidate's fit with the organization's mission and vision. Refer to **Question 3** in this section for details on Green Dot's teacher hiring process. [Refer to the Educational Program Design and Capacity Section, Question 4 for details on Green Dot's administrators' hiring process.](#)

### **Hiring Roles and Responsibilities**

The Principal will be supported by the Home Office Human Capital Team and the Regional Manager of Human Capital and Human Resources (in Year 2 and beyond) to recruit and hire the school staff positions. Beyond the Executive Director and Principal, the Assistant Principal will also serve as a school site leader and play a role in hiring. The Executive Director will be supported by the Regional Manager of Human Capital and Human Resources (in Year 2 and beyond) and Green Dot's Home Office Human Capital Team for Regional Office hiring.

### **Procedure for Adequate Background Checks:**

Green Dot Charter Middle School shall comply with the provisions and procedures of Education Code, including the requirement that, as a condition of employment, each new employee must submit a set of fingerprints for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at Green Dot Washington State until clearance has been obtained. All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by the local police department or an outside vendor (likely a private firm with national search capabilities) as well as a child abuse registry check. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization and will be required to follow all mandated child abuse reporting laws.

### **Dismissal**

Green Dot Public Schools will initially offer certificated teaching staff and classified employment with a two-year probationary period. Thereafter, employment shall continue on a just cause basis such that an

employee may only be terminated for cause, as defined by applicable state law of policy of the school. Further, consistent with applicable law, employees of the charter school may form and join employee associations, after which, all changes to negotiable terms and conditions of employment shall be subject to the collective bargaining process. All other employees will be at will.

5. Green Dot believes strong school leaders are critical to fostering the right environment for a high-performing school. We place extensive focus on supporting, developing and evaluating school leaders. [Refer to the Existing Operators Section, Question 1 for details on the robust professional supports that will be available for the school leaders at Green Dot Charter Middle School.](#) Green Dot Charter Middle School's Principal will be evaluated on a 50/50 model – comprised of 50% Leadership Performance and 50% School-wide Student Achievement. Leadership Performance will be assessed in two ways: 1) assessment against a set of leadership standards performed by the Executive Director (35%) and 2) stakeholder feedback from students, families, certificated and classified staff (15%). School-wide student achievement comprises the other 50%. Of this, student growth based on the Common Core assessments could be 40% and achievement on the state accountability index will be the remaining 10% (to be finalized once Green Dot has experience with the new assessments). Refer to **Attachment 18** for Green Dot's Draft School Leader Framework and Evaluation Rubric.

6. Over the past four years, Green Dot has worked to build an extensive teacher support and development system. This has fostered growth in teacher's professional practice.

### **Teacher Evaluation**

As part of **The College-Ready Promise**, a unique initiative funded by the Bill & Melinda Gates Foundation, Green Dot has partnered with three other high-performing charter management organizations in California to collaborate on improving teacher effectiveness and college-readiness. Through this work, Green Dot has built and implemented a Teacher Development Framework and Evaluation system. The goals of the **Teacher Development Framework and Evaluation** system are to:

- Set clear expectations for teachers by using a research-based rubric for effective teaching
- Develop effective teachers through timely, targeted support and professional development
- Determine effectiveness through transparent multidimensional measures
- Invest in effective school-site instructional leadership focused on teacher effectiveness
- Recognize and reward effective teaching

At the heart of the Teacher Development and Evaluation System is the **College-Ready Teaching Framework ("CRTF")** – a rubric that defines the core competencies expected of all Green Dot teachers. The CRTF is comprised of five domains that align with Green Dot's core values: 1) Data Driven Planning and Assessing Student Learning, 2) The Classroom Learning Environment, 3) Instruction, 4) Developing Professional Practice, and 5) Developing Partnerships with Family and Community. The five Domains are divided into 19 standards and further refined by 45 performance indicators. Refer to **Attachment 19** for details on the College-Ready Teaching Framework.

Teacher performance is rated from Level I (Does Not Meet Standard) to Level IV (Exemplifies Standard).

Level I – Does Not Meet Standard	Level II – Partially Meets Standard	Level III – Meets Standard	Level IV – Exemplifies Standard
<i>The Teacher fails to effectively demonstrate the indicator and student learning is negatively impacted.</i>	<i>The Teacher is inconsistent or only partially successful in demonstrating the indicator; student learning is not maximized.</i>	<i>The Teacher is consistent in demonstrating the indicator; student learning is improved.</i>	<i>The Teacher is consistent in demonstrating the indicator and has created a classroom where students share in this responsibility.</i>

The Teacher Evaluation System uses **multiple measures** to determine a teacher’s effectiveness. These measures are directly tied to the five domains of the CRTF and include:

- **Classroom Observations:** Four informal and two formal observations per year by certified administrators. In addition, teachers are observed informally by Instructional Coaches. All evaluators go through a certification process to ensure inter-rater reliability.
- **Student Growth:** Student growth percentiles at the classroom and school-level.
- **Stakeholder Feedback:** Student, family and 360 (peer) surveys.
- **Compliance:** Measures the degree to which SPED teachers have met compliance timelines, maintained records, collaborated with (IEP) teams and communicated with service providers.

All of the measures described above determine a teacher’s effectiveness rating. However, Green Dot realizes that all measures should not be weighted the same for all teachers and has developed different weightings for three groups of teachers: Non-tested, Tested and Special Education. Refer to **Attachment 19** for additional details on Green Dot’s Teacher Evaluation Tools.

### **Teacher Professional Development**

Green Dot is building a Professional Development (“PD”) program aligned to its evaluation systems and career pathways established for teachers. For Green Dot, the most effective teacher supports are individualized, aligned to teacher performance (per the evaluation), job-embedded and frequent. One of the biggest priorities of the Teacher Development and Evaluation System is to ensure that teachers receive appropriate, differentiated support that is tied to real, reliable and robust evaluations of performance and need. In *BloomBoard*, Green Dot’s evaluation tracking system and professional development portal, teachers receive a private, personalized dashboard through which they can communicate with administrators about observations, record and manage personal growth goals and find tailored support and solutions for meeting those goals via *BloomBoard*’s online PD resources.

To accomplish Green Dot’s goal of having a highly effective teacher in every classroom, all teachers complete a Professional Growth Proposal (“PGP”) during the first 30 days of each school year. Each teacher works with an administrator to decide how he/she hopes to advance his/her practice, sets personal goals and develops a plan to meet those goals. At the conclusion of the first and second semesters, teachers meet with administrators to analyze their progress and discuss strengths and areas of growth.

### **Teacher Supports**

Teacher supports in Washington State will take four forms:

- **Coaching from Regional Instructional Coaches:** At scale, Green Dot Washington State will have four coaches (one for each core content area) at the Regional Office who will observe and coach teachers to support their growth and development. For Year 1, we plan to hire one



coach focused on math and literacy

- **Coaching and Support from their Administrative Team:** Principals perform multiple informal observations of teachers over the course of the school year. These observations are focused on providing growth and development feedback.
- **Offline Supports:** Green Dot has Teacher Effectiveness Support Specialists who are building offline tools to help teachers, including videos of highly effective practice, guidance on how to grow on a specific indicator and common pitfalls and misperceptions in teaching. These tools would be available to Green Dot Washington State teachers via our knowledge-sharing platform *Connect*.
- **Teacher Leadership Roles:** These roles and the corresponding supports will be built out fully once the Washington State region achieves sufficient scale.

## Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person, position, or organization responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Within Green Dot, multiple roles and responsibilities support professional development. Professional development for administrators will be led by the Washington State Executive Director and the VP of National Expansion. In addition, the Green Dot Educator Effectiveness team will provide coaching and supports to administrators in implementing the College-Ready Teaching Framework. Teachers will receive professional development from the Instructional Coaches at Green Dot Washington State, the Educator Effectiveness Team and weekly professional development from their Principal (the instructional leader within their school). Additionally, new teachers will receive coaching and support from Green Dot's New Teacher Development Team. New teachers receive 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.

- **Instructional Coaches / Curriculum Specialists:** At scale, Green Dot Washington State will have four instructional coaches. Math, English language arts, science, and social studies coaches will conduct frequent observations of teachers and use this data to determine how to help teachers improve their instruction. In addition, they will provide direct services to teachers in the form of data analysis, lesson planning support and coaching debriefs. Coaches split their time as curriculum specialists and support curriculum development and professional development.
- **Teacher Effectiveness Support Specialists:** Teacher Effectiveness Support Specialists build out resources and trainings needed to help teachers become highly effective. They are responsible for

aligning the teacher supports across the organization (e.g., drive College-Ready Teaching Framework-based professional development, prepare Green Dot teachers for Common Core).

- **College-Ready Teaching Framework (CRTF) Implementation Coordinator:** The CRTF Coordinator ensures that Principals and Assistant Principals know how to use the CRTF and are properly trained in helping teachers succeed on the CRTF. The Coordinator works with Principals to develop inter-rater reliability, refines the appeal process for teacher evaluations and supports administrators in debriefs with teachers using the CRTF.

Classified staff will also receive coaching and professional development from the Regional Manager of Finance and Business Affairs as well as from their school administrative team.

2. The core components of professional development at Green Dot are effective teaching and data-driven instruction. This professional development is primarily developed internally, though Green Dot collaborates with other charter management organizations to ensure our PD is best-in-class and instructionally sound. Green Dot provide teachers with access to PD on the specific areas of practice in which they need to grow, enabling teachers to access supports on the indicators within the Framework that are their focus. Green Dot's New Teacher Development Team leads a five-day induction program for new teachers each year prior to the school opening. This PD focuses on helping teachers prepare to deliver challenging aspects of the curriculum.

#### **New Teacher Induction Program - Sample Schedule:**

- **Day 1: Welcome and Onboarding:** Welcome from VP of National Expansion; laptop distribution and systems training; teacher effectiveness and teacher supports; College-Ready Teaching Framework (CRTF) domain overview; key human capital policies and definition of social justice
- **Day 2: School Site Orientation – Introductions, Policies and School Culture:** Introductions to selected staff (office, ILT, admin); daily operations (keys, copying, parking); school policies and procedures (discipline, academic); school culture (guidelines for success, history, mascot)
- **Day 3: Planning and Preparation:** Writing standards-based three-part objectives (CRTF 1.1 A/B); writing a cognitively engaging Day 1 lesson (CRTF 3.2A and B) including the following structures: Objective, Do Now, Direct Instruction, Guided Practice, Independent Practice, Proving Behavior; getting and giving feedback to peers
- **Day 4: Clear Expectations and Classroom Management:** Practice Green Dot signature strategies from *Teach Like a Champion* (CRTF 3.2A and B) and classroom management techniques from *Safe & Civil*; develop a classroom management plan (CRTF 2.4A)
- **Day 5: Strong Relationships and Strong Presence:** Apply five techniques (threshold, emotional constancy, warm / strict or nice and direct, positive framing and the joy factor) for building positive, professional, secure relationships with students (CRTF 2.3A); demonstrate five key elements of Strong Voice during role play exercises (CRTF 2.3A, CRTF 2.2B)

4. The expected number of days for professional development will at minimum be 10 days of full professional development (seven prior to school starting and three during the year), quarterly half days of professional development and weekly school professional development of 90 minutes. New Teachers receive an additional 5 days of professional development. The three days within the year will be a version of "All Green Dot Days", a time for common planning and collaboration within subject teams. As Green Dot focuses its professional development on individual teachers, it also builds opportunities linked to evaluation data for collective impact at the school level, such as:



- **Collaboration Days:** Collaboration Days for the first Washington State schools will likely be held in conjunction with Green Dot California schools. Teacher Leader Facilitators from Green Dot California use content area teacher evaluation data to identify content area needs and build relevant PD that addresses those needs.
- **Weekly School-wide Professional Development Activities:** Principals use individual teacher evaluation data to design professional development for use at the school level for 90 minutes weekly.
- **Summer Professional Development:** Summer PD is provided for the entire faculty and focuses on:
  - Reviewing Data from the Previous Year: Reviewing school, department and individual data
  - Curriculum and Professional Development: Reviewing the school’s strategic plan, alignment to school-wide focus and setting lesson plans
  - School Business: Choosing department chairs and reviewing Student-Teacher Handbook
  - Teacher-Administrator Meetings: One-on-one meetings with principals and teachers
  - Planning: Lesson planning, preparing syllabi and setting department goals
- **Observation Release Day:** Once a semester, teachers receive a full-day release to observe successful teachers at other schools. This can only occur once Green Dot has a cluster of schools.
- **Annual Training/Retreat:** An annual five-to-seven day retreat for school staff to plan for the year and receive professional development.
- **Mid-Year Retreat:** A half-day to two-day retreat for school staff to evaluate progress, reflect and adjust the school’s plan for the final semester.

## Performance Management

The Commission will evaluate the performance of every charter school and transformation partner annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the Commission’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and state standards.
4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Washington State has set the below mission-specific educational goals and targets:

Domain	Metric	Target
Student Achievement & Growth	% of students demonstrating targeted growth on Scholastic Reading Inventory (SRI)	75% growing 40 points or more per semester
	% of students proficient or greater on 4 unit math assessments	50% proficient or above
	% of students with an Student Growth Percentile of 60 or above	50%
School Culture	% of Certificated staff recommending Green Dot as an employer	85%
	% of Classified staff recommending Green Dot as an employer	90%
	% of Parents completing volunteer hours	80%
	% of students suspended in current year vs. previous year	Decrease of 10% each year
	Classified Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	3.4 out of 4.0
	Classified Survey: My school is preparing students for college.	3.4 out of 4.0
	Classified Survey: Overall score	3.4 out of 4.0
	Family Survey: % recommending their student's school to a friend	85%
	Family Survey: Teachers at this school have helped me to help my student get ready for their next step in their education.	3.4 out of 4.0
	Family Survey: Teachers at this school have helped my student set high academic goals.	3.4 out of 4.0
	Student Survey Average: My school is preparing me for college.	3.4 out of 4.0
	Student Survey: % recommending their school to a friend	80%
	Student Survey: I feel safe at this school.	3.2 out of 4.0
	Student Survey: My school is preparing me for my future.	3.4 out of 4.0
	Student Survey: Overall Average	3.2 out of 4.0
	Teacher Observation: Overall Average	3.0 out of 4.0
	Teacher/Counselor Survey: At my school, plans, policies, & decisions made at the school demonstrate a focus on mission.	3.2 out of 4.0
Teacher/Counselor Survey: My school is preparing students for college.	3.2 out of 4.0	
Teacher/Counselor Survey: Overall score	3.2 out of 4.0	
Program Success	% Tardies	3% or fewer
	Average Daily Attendance	94% or greater
	D & F Grade Data	15% Ds & F's or less
	Retention Rates	90%
	SPED IEP Compliance	98%

2. Green Dot Washington State has set mission-specific organizational goals and targets:

**Financial Goals:**

- Green Dot Washington State will maintain organizational strength by demonstrating fiduciary and financial responsibility. External, annual audit reports will demonstrate that Green Dot Washington State exceeds professional accounting standards.
- Budgets for each year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission.
- The Finance Committee of the Board of Directors will review this budget quarterly.
- Green Dot Washington State will be fully enrolled and demonstrate high levels of daily attendance and cohort retention.

**Governance Goals:**

- The Board of Directors will conduct a formal annual review to measure the effectiveness of the region's leadership using one formal evaluation per year.
- The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.
- The Board of Directors will review the bylaws annually and update as necessary.

**Operational Goals:**

- Based on results of the Administrator Survey, we will evaluate a series of prompts (sample below):
  - Assistance in dealing with employee relations issues (employee discipline) meets my expectations.
  - The quality of teacher candidates meets my expectations.
  - Processing of new employees meets my expectations.
  - Our school consistently has reliable internet access.
  - I receive timely and accurate financial information on a monthly basis.
  - The janitorial staff at our school keeps the school clean and is responsive to our needs.
  - The Regional Office supports me in running an effective food service program.
  - The services I receive from my security vendor meet my expectations.

**Overall Goals:**

- Green Dot's vision is widely shared by all members of our school community.
- The Green Dot Home Office team is more effective than a school district's Central Office.
- The Green Dot Home Office establishes and clearly communicates the expectations and goals for the organization.
- The Green Dot Home Office builds a culture that promotes ethical practices, integrity and a positive work climate.
- The Green Dot Home Office consistently responds to campus requests in a timely and appropriate manner.

3. The primary interim assessments Green Dot will use are Read 180, internal writing assessments, the WELPA, Carnegie Math, NWEA for science and other interim assessments as developed over time. The organization is currently revisiting its assessment practices in preparation for the Common Core. All assessments will be aligned to the Common Core State Standards (and the Next Generation Science Standards, if adopted). English language arts and math will be aligned to the Common Core State Standards and science and history will be aligned to the Washington State Standards.

4. Green Dot Charter Middle School will use various formative assessments as well as the Common Core Assessments to help identify strengths and weaknesses at a student, classroom, grade and school level. The school will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and the Commission.

- **Individual Student Performance:** Staff will receive data on student achievement during staff meetings and will use this data to monitor and improve their practices. If a student is performing below proficiency on interim assessments and benchmarks, the classroom teacher would identify and implement the appropriate interventions. If a classroom's performance is falling short of academic expectations or goals, the Principal and Regional Instructional Coaches would work with the teacher to implement strategies for performance improvement such as attending in-house workshops on issues such as behavior management and data analysis, using peer collaboration on

lesson planning and delivery and utilizing a video library of best classroom practices.

- **Student Cohorts and School-Wide Performance:** On a bi-weekly basis, the Executive Director will provide coaching to each Principal and Assistant Principal. Through this approach, the Executive Director will be able to consistently monitor the performance of each school and the region. Every summer, each school will have a staff retreat to analyze data and develop school-wide plans for professional development. The Green Dot National Management Team and the Executive Director will meet quarterly to review regional and network-wide data, identify issues and determine action plans.

As further described below, there will also be support provided through the multi-step oversight process implemented by Green Dot National including a “Hot Schools” Analysis, Program Reviews and Site Visits.

### **Hot Schools:**

The Educator Effectiveness Committee and the Executive Director in collaboration with the VP of National Expansion will conduct a performance analysis twice a year for Washington State schools that assesses 1) student achievement, 2) school culture and 3) school model. Refer below for detailed metrics in these categories.

### ***Indicator # 1 – School Achievement***

- Did the school meet its Common Core assessments targets?

### ***Indicator #2 – Eight Vital Signs of School Culture***

- Mission Effectiveness: Does the staff feel like the school is successfully achieving its mission to prepare students for college, leadership and life?
- Effective Leadership: Does the staff rate administrator(s) favorably on leadership skills?
- Structures for Community Engagement: Does the school provide effective structures to ensure that staff, parents and students own school success?
- Staff Stability: Is a large portion of the staff new to Green Dot? Have there been a large number of conflicts escalated to the Executive Director because they could not be resolved in other ways?
- Effective Faculty: Are the teachers and counselors successfully executing their duties?
- Affiliation with Green Dot: Does the staff support the larger Green Dot mission? Do they participate in organization-wide initiatives?
- Stakeholder Satisfaction: Do parents and students feel that the school is effectively preparing them for college, leadership and life?
- Student Safety & Engagement: Do students understand the importance of school? Is the school a safe place to learn?

### ***Indicator #3 – School Model / Program Implementation***

- Fidelity: How well do the school leaders/teachers implement the Green Dot curricular model?
- Will: Does the school possess the desire to implement the Green Dot curricular model?

Schools that are not achieving success on any of these indicators are identified as “Hot Schools”. Green Dot National and the Executive Director would work with Hot Schools to create a customized plan for performance improvement. For instance, a school identified as “Hot” on School Achievement may receive additional coaching resources to support teaching effectiveness or the Executive Director may meet with the Principal more frequently to focus on implementing Green Dot’s intervention pathways in literacy, math and special education. Hot Schools may also receive additional data and reporting to aid in data-driven

decision-making. On a quarterly basis, the VP of National Expansion and Washington State Executive Director would review a Hot School's data and spend time identifying ways to support each school according to its individual needs.

### **Program Review**

Program Review occurs once a year and is a comprehensive review of a school's strategic plan. During Program Review, there is an analysis of each area of the Green Dot model (college-going culture, master schedule that meets the needs of students, quality teaching and instruction and data-driven instruction). At this time, the Program Review team (Chief Academic Officer of Green Dot Public Schools, VP of Education of Green Dot Public Schools, VP of National Expansion, Washington State Executive Director and the school-site administrators), reviews explicit objectives aligned to each aspect of the model and data that confirms or denies if the school has met that objective. This data includes student stakeholder feedback, discipline data, teacher evaluation data and student achievement data. Analysis of these data pieces is used to inform the school's plans around student leadership opportunities, Advisory, the School Advisory Council, teacher leadership opportunities and the school PD plan.

### **Site Visits**

Lastly, the Green Dot National Educator Effectiveness Committee will develop a process for site visits. These site visits will provide an opportunity to visit classrooms and schools and ensure that school sites represent the mission and values of Green Dot. During these visits, the Educator Effectiveness Committee will meet with a cross-section of stakeholders. In addition, data will be shared across all Green Dot schools. Green Dot will be able to quickly assess how data is being accessed and used and where interventions are required.

5.-6. Green Dot's knowledge-sharing platform *Connect* enables educators to access all of Green Dot schools' various data systems, including *PowerSchool* (student information), *DataDirector* (assessment results) and *BloomBoard* (calibrated professional development resources). The data warehouse is managed by Green Dot's Information Technology and Knowledge Management teams. Through the data warehouse, Green Dot is able to generate Tableau reports that aggregate data from different systems and synthesize data into actionable reports. Tableau reports provide comprehensive student enrollment, demographic and achievement data, enabling teachers and Principals to spend more time garnering insight and developing action plans rather than searching and aggregating the data on their own. Green Dot Charter Middle School's data will be synced with the data warehouse on a frequent basis so that these functions are available to Washington State teachers. The Manager of Finance & Business Affairs in the Washington State Regional Office will work with Green Dot's Home Office Knowledge Management team to ensure that the Tableau reports are useful and applicable to Green Dot Charter Middle School.

Principals, Department Chairs and Instructional Coaches will be responsible for using the student performance data in Tableau reports to identify areas for improvement and professional development opportunities for teachers and region-wide. Principals will be supported by the Washington State Executive Director and Instructional Coaches based out of the Regional Office to interpret performance data or decision-making. The Executive Director will help each Principal understand his/her school's data, benchmark it against other Green Dot schools (now that the entire network will be using the same Common Core State Standards) and share best practices and suggestions for improvement. Instructional Coaches will help Principals understand progress and improvement of teachers using data. During the school year, teachers will be supported by their Department Chairs and peers in learning to gather the appropriate data, interpret results and develop an action plan.

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 achievement and contributions to the school community. Green Dot Washington State will likely have student-led conferences where students share samples of their course work, discuss interests and goals and work with their parents on plans to improve or maintain current grades/goals. Student-led conferences encourage students to accept personal responsibility for their academic performance, teach students to self-evaluate and facilitate the development of students' organizational and oral communication skills, which in turn, increases their self-confidence.

## Facilities

Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, provide proof of the commitment as **Attachment 20**. Briefly describe the facility including location, size, and amenities. You may also provide, in **Attachment 20** up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable state and local health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Green Dot Washington State is seeking to partner with multiple entities in order to develop a viable facilities solution for Green Dot Charter Middle School. These partners will include:

- **Philanthropy:** Washington State funders
- **National Financial Institutions:** Community development financial institutions and banks (e.g., Low Income Investment Fund, Local Initiatives Support Corporation, National Cooperative Bank)
- **Developers:** Local real estate developers (e.g., Wickens LLC), national charter school developers (e.g., Pacific Charter School Development)

The participation of all parties is dependent upon execution of definitive agreements. However, it is expected that the philanthropic and financial institutions will guarantee availability of financing for the buildings; the local developers will bring knowledge of the local real estate markets and connections to architects, contractors, etc. and the national charter school developers will bring expertise in preparing facilities for charter schools, including knowledge of city planning requirements. This group of high quality partners has committed to financing, purchasing and renovating a facility and subsequently leasing it to Green Dot Washington State at a rate that is within our facilities budget. With its national expertise and local ties, the collaboration has already identified several viable facilities for Green Dot Washington State.

From November 2013 – January 2014, Green Dot will work with Pacific Charter School Development (“PCSD”) to identify additional available buildings and conduct initial due diligence on those facilities. Letters of intent will be submitted in January, with further due diligence being conducted in January – February. Buildings will be secured by March 2014 so that the construction planning process can begin by April 2014, construction can begin in fall 2014 and occupancy can occur by June 2015.

Green Dot has already conducted site visits to multiple facilities within Tacoma and is working with PCSD to explore both private and public facilities (available for sale or lease) through PCSD.



The Green Dot program typically needs ~45,000 square feet. Our model generally requires at least 27-30 classrooms (of ~1,000 square feet each) depending on school size and incoming student needs. Since we work to develop intervention programs that address the needs of all incoming students, we have smaller class sizes and more courses within our master schedule. We will need four science labs that each accommodate thirty students, three computer labs for classes of thirty students for testing needs and four classrooms with at least ten data drops to accommodate our Read 180 intervention program. We request that classrooms have adequate storage space with dedicated electric and network drops for student computers. We also request adequate network drops, data, cabling and wireless access points to support access throughout the school so that we are able to leverage technology in the classroom.

In addition, we request the following non-classroom work space: a main office that includes offices for the Principal and Assistant Principal(s), a counselor workspace, a teacher lounge or a work room/copy room, a conference room and one multi-purpose room that can accommodate all students standing. We also request to have an auditorium, an indoor gym, an art room and the wiring to support our technology infrastructure. Other needs we would require are typical to any school, including a cafeteria, restrooms, etc.

In addition, we will work with the facilities collaborative of philanthropy, financing institutions and developers to have a facility with the following conditions:

- ADA accessibility (Americans with Disabilities Act of 1990) and all facility education code/ADA requirements met
- No known presence of asbestos or mold
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books, etc.
- Parking lot with 50-60 spaces
- Required occupancy: Minimum of one month prior to school start date (estimated as July 1st), dependent on assessment of building condition and preparation for move-in.
- Ideally, we would be able to house our Washington State Regional Office staff in the school facility to foster a strong culture and connection with Green Dot Charter Middle School staff.

We plan to optimize our investment in facilities so that we can focus our investments on our educational program. We would work with the facilities collaborative to ensure that all facilities provided to Green Dot meet and pass all inspections (safety, fire, elevator / lift, etc.) and comply with any other applicable state and local health and safety requirements. Green Dot is aiming to find a facility within Southeast Tacoma. We believe this community is home to a diverse and high-needs student population that would benefit from the addition of a high-performing charter middle school with a college-preparatory curriculum. [Refer to the Special Populations and At-Risk Students Section for details on Green Dot's anticipated student population.](#)

## Start-Up and Ongoing Operations

1. Provide, as **Attachment 21**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (explained in Section 3).
2. Describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.



4. Provide the school plan for food service and other significant operational or ancillary services.
5. Provide, as **Attachment 22**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Refer to **Attachment 21** for a detailed start-up plan for the school.

2. Green Dot has planned to provide transportation to all students who require it. This plan includes a combination of buses, particularly to serve SPED students, shuttles from transit centers and potentially bus passes. The Manager of Finance and Business Affairs will contract with a bus provider for Green Dot Charter Middle School, set rates, negotiate routes and troubleshoot problems. In addition, this Manager will identify operators who can provide transportation for extracurricular activities and negotiate rates. The office manager at the school will reach out to the vendors to book buses as needed and will leverage the Regional Office for support if required. Green Dot will identify the specific vendors over the course of the planning year and once a final facility location has been identified. Based on these factors, Green Dot will map out the number of students likely to require transportation and plan accordingly. Green Dot would also look to refine estimates by surveying admitted families after the lottery.

Green Dot Washington State will abide by all state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. We will work with our transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school, even if temporarily living outside of the general boundaries that transportation services are provided. Green Dot Washington State endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.

3. For daily security needs, Green Dot has planned for a campus aide to address issues of school safety within the school. The campus aide will work to create a culture where the Code of Conduct is followed. Green Dot schools will be, at a minimum, appropriately guarded by an alarm system and door and gate locks only accessible by authorized employees. In addition, we will look to contract with security vendors to provide additional security on school campuses as needed and will work with school police officers assigned to each school. If needed, Green Dot will have a set of indoor and outdoor cameras to be monitored by security personnel and an automated gate at the school entrance where visitors can be identified via camera and must be buzzed in to enter the school (i.e., an electronic strike entry system with video intercom). Once Green Dot secures the final facility location for Green Dot Charter Middle School, it will evaluate if additional safety and security procedures are required.

For emergencies and crises, the Executive Director, the Manager of Finance and Business Affairs and the Principal will work to develop a school safety plan ("Plan") based specifically on the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will include, but not be limited to, the following responses: fire, flood, terrorist threats and hostage situations. This plan will provide faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan will delineate responsibilities of all school employees and is organized according to the Standardized Emergency Management System ("SEMS"). School personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and systems. Training and exercises with staff members will be an ongoing component of the Plan. The Plan will be reviewed and updated annually by the Principal, staff, and district personnel. Drills and exercises will be

conducted annually. Copies of the Plan will be distributed to school employees, the Regional Office and other entities as appropriate. Green Dot Washington State will also develop a Student Policy Manual that further outlines safety procedures.

In addition, the office manager will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. Even before the school's opening, the local health care facility will be contacted to create policies regarding such instances.

Green Dot Charter Middle School will comply with local, state and federal building codes. The school will test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times as well as conduct periodic fire drills.

Lastly, Green Dot Charter Middle School will be a drug-free and smoke-free workplace in compliance with the applicable law. Green Dot strictly prohibits the use, transfer, possession, distribution, sale, or being under the influence of illegal drugs while on duty, while on the premises or while operating a vehicle or potentially dangerous equipment owned or leased by the organization. Green Dot prohibits consumption of alcohol while on duty, while on school premises or while operating a vehicle or potentially dangerous equipment owned or leased by the organization.

4. Green Dot Washington State will provide a food service program in accordance and compliance with the nutrition regulations outlined in Education Code. The school will offer all students the opportunity to participate in the school breakfast and lunch program. The school will provide its food service program on a contracted basis with the Manager of Finance and Business Affairs overseeing and managing the appropriate vendor. Green Dot Washington State will seek bids from local food service providers. Green Dot Washington State will release a detailed Request for Proposal ("RFP") outlining the specific requirements of the program. In addition, the Manager of Finance & Business Affairs will be responsible for working with the office manager and parent coordinator to ensure all parents and guardians complete the federal Free-and-Reduced Price Lunch Program application. The school will employ various strategies to ensure completion of forms by including them in initial student outreach documentation, orientation, school events and communication with parents. For details of Green Dot's operational plan, [refer to here](#).

5. Refer to **Attachment 22** for sample insurance coverage.

## Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - a. Staffing;
  - b. Professional development;
  - c. Performance management;
  - d. General operations; and
  - e. Facilities management.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Public Schools has a track record of success. Through this growth, Green Dot has learned key lessons enabling our organization to become more effective at creating high-performing schools and improving the lives of the students we serve. Green Dot plans to leverage this knowledge and continue to

build from this foundation with its work in Washington State.

- **Human Capital:** Over the past 19 school launches, Green Dot has strengthened its practices around performance management and professional development as one of the Intensive Partnership Sites for the Gates Foundation to promote effective teaching. (The Intensive Partnership Sites are school systems where the Gates Foundation has entered into a multi-year partnership to develop improved measures of teacher effectiveness that will be embedded in policies, practices and systems supporting student achievement.) Each year, Green Dot successfully hires up to 100 teachers to meet staffing needs due to new school openings and attrition at our existing schools.
- **Finance and Development:** Green Dot has raised the capital required each year and managed its budget in order to weather the California fiscal crisis.
- **Facilities:** Refer to **Question 2** below for details on Green Dot's experience in developing facilities.

Green Dot plans to successfully support and execute our operations plan by 1) using a dedicated National Expansion Growth Team including the VP of National Expansion, Operations Lead and Finance & Accounting Lead to seed Green Dot's existing best practices in Washington State and 2) supporting Green Dot Washington State with services from Green Dot National and a Washington State Regional Office.

#### **National Expansion Growth Team Operations Lead**

All operational aspects of Green Dot Washington State will also be supported by the National Growth Team Operations Lead. Ellen Lin serves in this role and has worked in Green Dot's operations team for over five years. The duties of the National Growth Team Operations Lead role are to:

- Interpret regional and state-specific requirements and adapt, recommend and develop policies and procedures to govern all operational aspects of Green Dot schools and offices in new regions, including Human Resources, Security, Facilities and Maintenance, Information Technology Procurement, Insurance, and Knowledge/Data Management
- Codify strategies, guidelines and service-level agreements from the existing Green Dot model for school services providers and external vendors, such as Food Service, Transportation, Wraparound Services and External Consultants
- Ensure processes are in place to monitor compliance to federal, state and local regulations and requirements for non-financial school operations (e.g., Free and Reduced Lunch, Special Education, No Child Left Behind)
- In conjunction with the VP of National Expansion, National Expansion Growth Team Finance & Accounting Lead and Regional Executive Director(s), support the hiring process of the Regional Director(s) or Manager(s) of Finance and Business Affairs and Regional Office Operational staff
- Work with the Regional Director(s) or Manager(s) of Finance and Business Affairs to set-up all non-financial systems to ensure accurate and compliant data collection and reporting in new regions (e.g., student information systems, attendance tracking, asset management, special programs tracking, payroll, HRIS, contacts database)
- Support the preparation of campuses in start-up by ensuring procurement processes, school services and school policies are in place (e.g., food services, transportation, student handbook – health, safety, discipline)
- Codify operational processes/tools and train regional staff members on the Green Dot operational model
- Serve as a liaison between the Green Dot Home Office, Green Dot regions, Green Dot schools and

other high quality peer organizations to ensure collaboration and implementation of best practices in school operations

- Problem solve around local issues related to facilities, compliance, governance, vendors, etc.
- Partner with the local district on operational initiatives and requests

### **Green Dot's Home Office and Washington State Regional Office Supports**

Green Dot Charter Middle School will be also supported by Green Dot's Home Office based in California and a local Washington State Regional Office. This collaboration will help to set operational and instructional guidelines, ensure consistency in academic model and school practices and drive transformational student outcomes.

- **Regional Office:** The Regional Office will be staffed to provide specific services that require significant knowledge and collaboration directly within Washington State. We anticipate staffing the Regional Office with a mix of current, internal Green Dot teammates relocating to Washington State and new teammates hired locally in Washington State. This mix will help the Regional Office better leverage best practices, processes and tools from the Home Office and ensure that the support services provided stay grounded in the needs of the schools and community.
- **Green Dot National:** The shared services provided by Green Dot National will include key academic model design elements, our teacher effectiveness and evaluation system, recruiting and screening of applicants, knowledge management and data, fundraising and branding. These Home Office services will ensure that our Washington State schools leverage best practices and lessons learned from our 13-year history and are supported by Green Dot's seasoned management team.

While expanding across state lines will bring new challenges, Green Dot has the experience and capacity to tackle each challenge and ensure that our Washington State schools start with a solid foundation. [Refer to the Existing Operators Section for more details on Green Dot's successful track record, National Expansion Growth Team as well as staffing plans for the Washington State Regional Office.](#)

2. Green Dot Public Schools has a diverse portfolio of facilities for its 19 schools. Building out this portfolio has strengthened our capacity and experience in facilities acquisition and management. Half of our portfolio is on district-owned facilities, either as a transformation / conversion or via Proposition 39, which required public school districts in California to provide equal facilities to charters. In addition, Green Dot has built nine facilities. Through this process, Green Dot has developed a strong understanding of the facilities development process as well as the work required in working with lenders and city planning entities. Green Dot has managed the challenges of co-location for the district facilities it shares with either traditional district schools or other charter schools. Green Dot has also learned to transition into a facility quickly. With the Henry Clay transformation, Green Dot only gained access to the facility in July 2011, prior to the school launch in August 2011. As a result, Green Dot developed extensive transformation planning tools to quickly assess the state of the facility and each individual classroom, prioritize areas for improvements and develop a plan to have the facility ready for students at the start of school in August 2011.

Green Dot's **Director of Facilities (Akil Manley)**, has led much of this work and is collaborating with Washington State partners to share guidance and plan for future growth. Given Akil and Green Dot's collective leadership experience, we are confident in our ability to complete the facilities planning process in preparation for a fall 2015 launch.

**WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section 3. Financial Plan and Capacity

(15 pages)

### Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
6. Describe the school's plans for liability insurance to indemnify the school, its board, staff, and teachers against tort claims.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot's Home Office Finance & Accounting ("F&A") team is responsible for the financial management of the entire organization. Administrative/business operations performed by the F&A team and supported by the Home Office Human Resources team include:

- Compliance with state and federal regulations
- Budget preparation
- Set-up and implementation of fiscal control policies and procedures across the organization
- Set-up and assistance for administration of human resources including payroll
- Interfacing with district, county and state when necessary in matters relating to fiscal affairs, reporting, audits and accountability
- Attendance accounting and reporting controls
- All accounting services including establishing chart or accounts
- Preparation for annual audit

The Finance & Accounting Lead on the National Expansion Growth Team will provide overall guidance to Green Dot Charter Middle School in setting up all financial and accounting controls and processes in the new region. In the Regional Office, the Manager of Finance & Business Affairs will maintain the books and financial reporting, incorporating guidance from the Home Office. The financial reports will meet all required Washington State reporting requirements. The Manager of Finance & Business Affairs will work with Principals to prepare budgets for their schools and review the school's financial standing with them on a monthly basis. The Manager of Finance & Business Affairs may assist in the development of contingency budgets if significant variances are present. Key reports generated by the Manager of Finance & Business Affairs will be reviewed by the Executive Director, the National Expansion Growth Team Finance & Accounting Lead, the VP of Finance & Business Affairs, the Controller and the Chief Financial Officer on at least a quarterly basis. Payroll will be managed by a Home Office Payroll Director.

Green Dot uses Sage's ACCPAC as its Finance & Accounting system to ensure that the books and records are kept accurately, completely and in accordance with financial policies. Green Dot uses Ceridian to manage human resources, payroll and employee benefits. Green Dot is considering transitioning to an

enterprise resource planning solution; however, we currently plan to first upgrade our existing systems and network to provide accounting, purchasing and payroll services for Green Dot Charter Middle School.

Green Dot has an extensive set of internal control policies outlined in [Green Dot's FY14 Finance and Accounting Policies Manual](#) including:

- Compliance with Laws
- Signing Authority
- Security of Financial Data
- Security of Documents
- Due Diligence and Periodic Internal Audits
- Use of Assets
- Use of Credit Cards
- Invoicing
- Password Protocol and File Access

In addition, Green Dot has policies on financial management, policies related to assets, liabilities and net assets, cost accounting policies, property management policies, procurement, payroll and travel policies and policies regarding consultants and independent contractors. The National Growth Team Finance & Accounting Lead will be responsible for setting up the appropriate internal controls and policies for Green Dot Charter Middle School and training the Washington State Executive Director and Manager of Finance and Business Affairs on the implementation of these policies.

2. In addition to the regional and national roles described above, the school administrative team, the School Advisory Council and the Green Dot Washington State Board of Directors will play a role in managing the school's finances. School administrators are responsible for working with the Manager of Finance & Business Affairs to develop a budget. School administrators identify the strategic investment priorities for the school based on academic achievement and the school's strategic plan and develop an attendance plan since enrolled students are a critical source of revenue. School administrators are responsible for reviewing budgets on a monthly basis and understanding and managing variances. School Advisory Councils are comprised of a diverse set of school stakeholders ([refer to the Governing Board Section for additional details](#)). School Advisory Councils provide critical input into the budget of the school and the use of resources. If a school needs to make budget cuts, the School Advisory Council will be consulted for input into where those cuts should be made.

The Green Dot Washington State Board of Directors (or their designee such as a Finance & Audit Committee) will be responsible for monitoring the organization's financial records; reviewing and overseeing the creation of accurate, timely, and meaningful financial statements to be presented to the Board; reviewing the annual budget and recommending it to the full Board for approval; monitoring budget implementation and financial procedures; monitoring assets, ensuring compliance with federal, state, and other financial reporting requirements and helping the full Board understand the organization's financial standing.

3. The Washington State Regional Office and any and all Washington State schools will engage in an annual audit of financial and administrative operations by an independent auditing firm. Green Dot Charter Middle School will adhere to the accounting, auditing and reporting procedures and requirements that apply to public schools operating in Washington State.



Green Dot's Home Office Finance Team and the Washington State Executive Director will annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Green Dot Charter Middle School's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles (and the GASB standards, if needed) and will verify the accuracy of Green Dot Charter Middle School's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices and internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. Upon completion of the audit, Green Dot Charter Middle School will provide the Commission with a copy of the audited financial statements and findings. The Finance and Audit Committee (if appointed) of the Green Dot Washington State Board will review any audit exceptions or deficiencies and report recommendations to Green Dot Washington State's full Board as to how exceptions or deficiencies have been, or will be, resolved. Green Dot Charter Middle School will act upon these recommendations and report its actions to the Commission.

4. Green Dot Charter Middle School will approve the budget, the annual audit and the annual financial report at an open meeting of the Board of Directors where stakeholders will be invited to attend and provide public comment. In addition, parents and other stakeholders are invited to give input into their school's budget during SAC Meetings. Finally, Green Dot Washington State will post the annual financial report and IRS Form 990 on its website. The Commission will receive copies of all annual financial reporting.

5. Green Dot Washington State will work with Green Dot National for payroll and financial support. This Home Office infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources and data/information technology. The Home Office will also fundraise in support of Green Dot Washington State. Green Dot Public Schools is the natural choice to provide these services to provide a consistent model, approach and employee value proposition for Green Dot employees transferring across regions. Additionally, Green Dot Public Schools has a proven track record in providing these services for existing schools over the past 13 years. Green Dot Charter Middle School will pay approximately a 9-10% shared services fee to Green Dot Washington State in exchange for all shared services provided (from Green Dot National and Green Dot Washington State). Green Dot Washington State will sign a shared services agreement outlining the services provided in exchange for this cost. Green Dot plans to collaborate with Green Dot Charter Middle School before determining its ultimate shared services fee, which may adapt over time.

The successful delivery of Green Dot Home Office and Washington State Regional Office services will be measured using formal and informal methods. Formally, services will be measured at least once per year as part of Green Dot's Home Office survey (including evaluation of the Washington State Regional Office for Washington State schools). Teammates will be asked to provide feedback on various services provided by the Regional Office and Green Dot Home Office. Throughout the year, the Green Dot Home Office and Washington State Regional Office will also monitor performance dashboards for their respective departments to ensure effective delivery of services to the Washington State schools.

6. Refer to **Attachment 22** for the exhaustive set of insurance coverage. Green Dot Washington State will obtain General Liability, Directors and Officers Liability, Educators Legal Liability, Student Accident, Umbrella Coverage, Commercial Auto Liability Insurance and Workers Compensation insurance to indemnify the school, its board, staff and teachers against tort claims.



1. Submit a completed Financial Plan Workbook as **Attachment 23**. Be sure to complete all sheets in the Workbook. In developing your budget, please use the per-pupil revenue guidance provided by the Commission.
2. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g. grants, donations, fundraising).
  - a. Per-Pupil Revenue. Use the figures provided by the Commission to develop your budget assumptions.
  - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Include evidence of commitment for any funds on which the school's core operation depends in **Attachment 24**.
  - c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - d. Explain the year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

### Financial Management Capacity

7. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
  1. Financial management;
  2. Fundraising and development; and
  3. Accounting and internal controls.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. Green Dot Public Schools, the parent California organization, is currently a \$110MM organization and has operated in California since 2000.
  - Green Dot Public Schools has weathered the economic downturn in California, which led to a series of cuts in funding as well as deferrals of payments. Green Dot has been able to isolate schools from year-to-year risk by budgeting for strategic priorities and applying for grant funding to cover services that complement our core educational program. For the most recent fiscal year, Green Dot has had unrestricted net assets of \$31,105,495. As of June 30<sup>th</sup>, 2013, Green Dot had \$13.8 million in cash on balance sheet and on July 3<sup>rd</sup>, 2013, Green Dot received \$12.6 Million in cash deferrals from the state. At that point, Green Dot's cash position increased from the prior year.
  - Green Dot has put in place contingency budgets so that schools adjust their budget once enrollment numbers are finalized. Green Dot Charter Middle School expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or Green Dot has a large shortfall in enrollment, Green Dot Charter Middle School will use best practices developed through experiences in California to determine contingency budgets for each school.
  - The Regional Manager of Finance and Business Affairs will work directly with the Green Dot Charter Middle School Principal to identify areas in his/her budget that can be streamlined to help meet the new budget demands. Some examples of potential measures include:
    - Reducing the amount allocated to classroom materials and supplies
    - Reducing the amount allocated to office materials and supplies
    - Deferring technology upgrades or replacement

- Green Dot provides compliance support to help schools with accounting and internal controls. Annually, Green Dot's Financial & Accounting Policies Handbook is approved by the Board of Directors and Green Dot administrators are trained on financial procedures.
- Green Dot has developed structures to ensure school administrators review their budgets and plan on a monthly basis, developing resource management as one of their leadership competencies.
- 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.
- Once local levy funding is available to charter schools, funding rates in Washington State will be favorable compared to California. In addition, Green Dot expects real estate costs to be favorable relative to California.
- Green Dot California schools have access to multiple credit facilities (i.e., revolving lines of credit through Wells Fargo and other lending institutions). Green Dot would establish similar lines of credit for its Washington State schools as well.

Finally, Green Dot Public Schools has a seasoned team leading this work.

**Sabrina Ayala, Chief Financial Officer**

Sabrina Ayala is the Chief Financial Officer of Green Dot Public Schools and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings 10 years of Wall Street experience to Green Dot. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

**Chris Humphreys, Vice President of Finance & Business Affairs**

Chris Humphreys joined Green Dot in 2012 and serves as Vice President of Finance & Business Affairs. He oversees budgeting, forecasting, reporting, and financial analysis for Green Dot's schools and home office departments. He also leads a team of professionals who manage purchasing, food service, transportation, and maintenance, expediting solutions to operational issues so administrators can focus on educating students. Before joining Green Dot, Chris managed operations and corporate transactions for News Corp Digital Media, a division of News Corporation. Chris has over ten years of experience as an attorney and business manager in fields ranging from digital media and technology, corporate litigation, and database development. He earned an MBA from UCLA Anderson (with an emphasis in finance), a JD from Indiana University Maurer School of Law (where he was Editor-in-Chief of the Indiana Journal of Global Legal Studies), and a BA from the University of Tennessee (where he majored in Opera and Theater).

**National Expansion Growth Team Finance Lead**

In addition, Green Dot is working to hire an experienced Finance & Accounting Lead for the National Growth Team. This Finance Lead will help with the following aspects of transitioning to a new region, and duties will be as follows:

- Interpret regional and state-specific requirements and develop policies and procedures to govern all financial aspects of Green Dot schools and offices in new regions, including Financial Statements, Accounting, Internal Controls, Budgets, Reporting and Compliance
- Develop a deep understanding of regional education funding models to assess organizational strengths, weaknesses, opportunities and threats and gain a thorough working knowledge of all restricted support arrangements
- Ensure processes are in place to monitor compliance to federal, state and local regulations/requirements and private donations/grant restrictions
- Support the development of tools and reports that highlight monthly, quarterly and annual financial performance and forecast regional financial projections
- In conjunction with the VP of National Expansion, National Expansion Growth Team Operations Lead and Regional Executive Director(s), support the hiring process of the Regional Director(s) or Manager(s) of Finance and Business Affairs and Regional Office Finance staff
- Work with the Regional Director(s) or Manager(s) of Finance and Business Affairs to set-up financial systems to ensure accurate and compliant data collection/reporting and accounting systems to ensure they conform to the local charts of accounts in all new regions
- Assist in the selection of a regional auditing firm and development of the regional audit schedule
- Partner with the Regional Director(s) or Manager(s) of Finance and Business Affairs to develop regional budget templates and work with administrators and staff members to develop school budgets in start-up
- Codify financial processes and tools, and train Regional staff members on the Green Dot Financial Model
- Serve as a liaison between the Green Dot Home Office, Green Dot regions, Green Dot schools and other high quality peer organizations to ensure collaboration and implementation of best practices in school finances and budgeting
- Problem solve around local and school-level financial issues
- Partner with the local district on financial initiatives and requests

Green Dot Washington State will be successfully positioned to develop strong financial management, robust fundraising and development and sound accounting and internal controls by learning from Green Dot's experience over the past 13 years, leveraging the leadership team in place and using the planning year to become immersed in financial policies impacting Washington State schools.

**WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section 4. Existing Operators

(8 pages)

For applicants who already operate one or more schools, including charter management organizations (CMOs), and educational management organizations (EMOs), please respond to the following questions:

1. Provide a detailed description of the organization's growth plans and capacity to successfully support and execute that plan including business plans to support anticipated growth.
2. Using the *Portfolio Summary Template*, complete all requested information for each of the organization's schools and provide as **Attachment 25**.
3. Please disclose schools that have been closed or non-renewed or charters that have been revoked.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

1. As Green Dot enters its next phase of growth, we first considered where we could have the greatest impact in executing our vision – within California, expanding nationally or testing other innovative models. Through this exploration, we concluded Green Dot would have the most impact through national expansion. In evaluating potential regions to expand into, Green Dot evaluated target cities based on 1) market need, 2) financial viability, 3) reform and charter landscape, 4) appeal to current Green Dot employees, 5) presence of human capital pipelines and 6) Common Core adoption. After conducting a thorough search, Green Dot decided to serve high-need students in Memphis via the Achievement School District by transforming failing secondary schools, and we are now planning to launch a full high school transformation in Memphis in school year 2014-2015.

Concurrently, Green Dot has been excited to learn about the evolving landscape for charters in Washington State. Poor and minority students in Washington State need better school choices. Washington State is financially viable given the support of philanthropists and eventual access to local levy money, and Washington State is appealing to Green Dot – from an individual employee perspective as a place to live and work, and from an organizational perspective given its proximity to our Home Office in Los Angeles, its participation in the same Common Core consortium and its growing talent pipelines. Green Dot seeks to collaborate with Washington State to 1) replicate Green Dot's successful secondary school model outside of California and 2) change the odds for Washington State students who attend the lowest performing schools. Our mission and vision directly align with the goals of Washington State – to create opportunities for all children in Washington State to thrive in stable families, great schools and strong communities.

### **Growth Plans**

Green Dot is respectfully requesting approval of a charter that would authorize the opening of a new charter middle school serving students in grades 6-8 in school year 2015-2016. The school will matriculate approximately 165-200 sixth grade students each year. When fully enrolled, the school estimates it will serve approximately 600 students in grades 6-8. Green Dot plans to continue to learn about Washington State and if successful, Green Dot anticipates seeking, at a later time, approval to open a small network of middle and high schools in Washington State since we believe this optimizes our ability to serve a meaningful number of students, while also helping Green Dot achieve the scale required to justify opening a Washington State Regional Office. Green Dot's ideal growth model for Washington State would entail Green Dot opening up four charters by 2017-2018, the current lifetime of the charter law. At this time, Green Dot is exploring opening schools in Southeast Tacoma and potentially in Highline, where there is a higher concentration of high-need students, as indicated by free and reduced lunch percentages and higher student populations of minority, special needs and English language learner students.

To ensure that our organization maintains a high quality of service to all students, Green Dot is considering both its regional Washington State and full-scale national growth rates. In California, Green Dot plans to



continue to open approximately one to two middle schools a year to serve as feeder schools to our existing California high schools. In Memphis, we plan to open high schools and feeder middle schools, resulting in five 6-8 and five 9-12 grade charter schools at capacity. Each of Green Dot's schools serve approximately 500-600 students. The below table illustrates Green Dot's proposed national expansion plan through 2018. Green Dot would need to apply for additional charters in Washington State in future authorization cycles.

Year	California	Memphis	Washington State	New Schools
2013-2014	Locke MS	Planning	Requesting Approval	1
2014-2015	Avalon MS Boyle Heights MS	School 1	Planning	3
2015-2016	Pat Brown MS	School 2 School 3	Middle School 1	4
2016-2017	Inglewood MS	School 4 School 5	High School 1 Middle School 2	5
2017-2018	Jordan Area MS	School 6 School 7	High School 2	4

#### **Capacity to Support Growth Plans**

Green Dot plans to successfully support and execute our growth plans by A) using a fully-dedicated National Expansion Growth Team to seed Green Dot's existing best practices and culture in Washington State B) supporting Green Dot Washington State schools with Green Dot's Home Office in California and a Washington State Regional Office and C) leveraging our teacher effectiveness initiatives, Administrator-in-Residence program and robust human capital pipeline to build a network of leaders for Washington State.

#### **A. NATIONAL EXPANSION GROWTH TEAM**

In Washington State, the National Expansion Growth Team's main focus will be to build processes and a strong foundation for Green Dot schools in Washington State (around human capital, instruction and operations) and to provide support and coverage for the Washington State Executive Director. The National Expansion Growth Team will play a key role during the formation of the first school. This team will include the 1) VP of National Expansion (Dr. Megan Quaile), 2) National Expansion Growth Operations Lead (Ellen Lin) and 3) National Expansion Growth Finance & Accounting Lead. The Finance Lead has not yet been identified but will likely come from among Green Dot's existing leaders.

The National Expansion Growth Team will be led by Megan Quaile and will be fully dedicated to developing and starting up Green Dot schools and offices in new regions. Prior to her role as VP of National Expansion, Megan served as Green Dot's Vice President of Education for four years. In this role, Megan was responsible for overseeing the development and implementation of Green Dot's academic model at its existing 19 schools in Los Angeles. In addition, she has been instrumental in Green Dot's teacher effectiveness and performance management efforts. Megan began her career at Green Dot in August 2007 as a Cluster Director (Area Superintendent) responsible for overseeing the leadership teams at five high schools. Before joining Green Dot, she was Chief Executive Officer and co-founder of Civitas Schools, a Chicago-based education management organization. She began her work with CICS as the founding Principal of CICS Northtown Academy Campus. Prior to her role with CICS, Quaile served for three years as the principal of an urban private school. Her educational experiences also include positions as Assistant Principal, English teacher and coach.

## **A. HOME OFFICE AND WASHINGTON STATE REGIONAL OFFICE SUPPORTS**

Green Dot Charter Middle School will be supported by Green Dot's Home Office based in California and a Washington State Regional Office.

### **Green Dot's Home Office**

Green Dot's seasoned management team will provide support and oversight to Green Dot Charter Middle School. The Home Office supports to Washington State will primarily be led by our Chief Executive Officer (CEO), Marco Petruzzi; President and Chief Academic Officer (CAO), Dr. Cristina de Jesus; Chief Financial Officer (CFO), Sabrina Ayala; and VP of National Expansion, Megan Quaille. Green Dot's Home Office services will ensure that our Washington State schools leverage best practices and lessons learned from Green Dot's 13-year history.

- **Academic & Human Capital Model:** The Home Office has primary responsibility for defining the academic program that guides all Green Dot schools to provide high-quality, education programs. Hiring and development for Green Dot Charter Middle School's Principal and teachers will also be supported by the Home Office, including our educator effectiveness initiatives and the Administrator-In-Residence program.
- **Finance & Operations:** The Home Office sets operational and financial strategy that impacts all Green Dot schools. This Home Office infrastructure will be responsible for supporting data and application management, setting network-wide guidelines and policies to ensure alignment across all schools and regions and providing various "back-office" functions related to finance, accounting, human resources and data/information technology.
- **Development & Communications:** Green Dot Washington State schools will also benefit from the large scale Green Dot has already achieved, advantages of national fundraising and public relations/ communications initiatives and ability to share highly advanced systems and tools that are not financially feasible for a single or a small family of schools.

### **Washington State Regional Office**

Green Dot plans to create a regional support structure in Washington State to support schools' academic, financial and operational needs. The Washington State Regional Office will be led by a Washington State Executive Director that, once the region reaches scale, oversees the Manager of Human Capital and Human Resources, Manager of Finance and Business Affairs, four Instructional Coaches and a SPED Administrator. The Executive Director will report to Green Dot's VP of National Expansion, Megan Quaille. As the region grows, Green Dot may hire additional Regional Office team members to provide the necessary supports to Green Dot Washington State schools. Green Dot is seeking philanthropic funding and/or grants to support the Washington State Regional Office and National Expansion Growth Team costs in its initial years of operation. In the future, these costs will be shared across all Green Dot Charter Middle School schools and covered by shared service fees in steady-state.

- **Washington State Executive Director:** The Washington State Executive Director will oversee the academic performance, instruction and operations across all Green Dot Washington State schools and the Washington State Regional Office. Working with the National Expansion Growth Team, his/her major duties will be to supervise, coach and evaluate all Green Dot Washington State Principals, manage the operations and finances of the region and build relationships across the schools. The Washington State Executive Director will likely be selected from among Green Dot's existing leadership. The chosen candidate will have demonstrated leadership in both academic and

operational settings and will be intimately familiar with Green Dot's schools and operations. The Washington State Executive Director is expected to be announced at least **nine months** before the start of the first Green Dot Charter Middle School.

- **Manager of Finance and Business Affairs:** The Manager of Finance and Business Affairs will manage the financial and operational aspects of the Washington State Regional Office and all Green Dot Washington State schools. This individual will work closely with Principals to determine the budgets and resource allocations for the schools. The Manager of Finance and Business Affairs will report to the Washington State Executive Director and have a dotted line relationship to Green Dot's CFO, Sabrina Ayala, and the Home Office Vice President of Finance and Business Affairs, Chris Humphreys.
- **Manager of Human Capital and Human Resources:** For Year 2, we anticipate hiring a Manager of Human Capital and Human Resources to assist with hosting local recruiting efforts and identifying teacher candidates for the Home Office Human Capital team to interview. In addition, he/she will manage human resources processes, compliance and onboarding for Green Dot Washington State schools. The Manager of Human Capital and Human Resources will report to the Executive Director and have a dotted line relationship to the Home Office Vice President of Human Capital, Kelly Hurley, and the Chief Operating Officer (to be hired).
- **Instructional Coaches & SPED Administrator:** For Year 1, we plan to hire one Instructional Coach for literacy and math. As the region scales, Green Dot Washington State plans to hire additional Instructional Coaches (one for each core content area) to support Green Dot Washington State. The Instructional Coaches will set instructional/curriculum guidelines, support staff professional development and provide coaching and content expertise for teachers. The Instructional Coaches will report directly to the Washington State Executive Director. For Year 2, Green Dot Washington State also plans to hire a SPED Administrator to provide additional support to Green Dot Washington State teachers in serving special populations and at-risk students.

In addition, Green Dot anticipates contracting with a local **Advance Team Member** in Washington State for Years 0 (and potentially Year 1) to support Megan Quaille, our Interim Washington State Executive Director, with on-the-ground expertise in community engagement, student recruitment, engaging the Green Dot Washington Board and securing a facility for Green Dot Charter Middle School.

### **C. ROBUST HUMAN CAPITAL PIPELINE OF NETWORK LEADERS**

Green Dot ensures a great teacher leads every classroom, and a great principal leads each school.

#### **Pipeline of Strong Administrators**

Green Dot conducts extensive diligence to select the most qualified and dedicated Principals for all of its schools. Green Dot plans to identify its Founding Principal at least **nine months** prior to the school opening. We will look within our existing cadre of administrators in California to identify our first Washington State Principal. Since this Principal will be familiar with the Green Dot mission, values and transformation model, he/she will serve as a key ambassador of the Green Dot model in Washington State. We also understand the importance of hiring school leaders from local communities and will seek partnership with local human capital organizations to identify potential candidates for future Washington State schools. We plan to look internally at Green Dot California Assistant Principals and Teacher Leaders who are interested in supporting Washington State. Finally, we will use our extensive relationships with universities across the nation to search for candidates. The Washington State Executive Director and VP of National Expansion will develop, support and evaluate Principals. These evaluations will be used to drive decisions about training, support, compensation and career path.



- **Principal Professional Development:** School leaders at Green Dot Charter Middle School will be provided with a comprehensive professional development program including:
  - **Coaching:** The Executive Director and VP of National Expansion will provide individualized coaching sessions to Green Dot Charter Middle School's Founding Principal bi-weekly. These coaching sessions will be focused on developing the Principal as an instructional leader.
  - **95/5 Sessions:** Based on the belief that Principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a monthly, full-day professional development session for Principals and Assistant Principals. Green Dot Washington State Principals will be able to attend these sessions either in-person or via teleconferencing to take advantage of best practices across Green Dot schools.
  - **Principals' Retreat:** Green Dot Charter Middle School's Principal will have the opportunity to attend a two-day retreat with all Green Dot administrators in Los Angeles. This retreat allows Principals to reflect, evaluate progress and share best practices.
  - **Offline Supports:** Green Dot is building out an extensive set of tools to help Principals calibrate on the College-Ready Teaching Framework and hold conversations with teachers about effective teaching. Administrators will be able to work with the CRTF Implementation Coordinator to hone their observation and debrief skills.
  - **Manager of Finance and Business Affairs:** The Manager of Finance and Business Affairs will provide finance and operational support to Green Dot Charter Middle School's Principal (i.e., resolving issues around budget, facilities, maintenance and other school-site operational issues.)
- **Administrator-in-Residence Program:** Developed in 2007, the AIR program trains Residents on Green Dot's model and builds a pipeline of school leaders with the skills and experience necessary to manage high-performing secondary schools. The program provides Residents with real-world assignments shadowing high-performing Principals in existing Green Dot California schools and ongoing professional development from Mentor Principals, Assistant Principals and Cluster Directors (Area Superintendents). Residents are also required to complete a number of projects to demonstrate that they have developed the necessary competencies for success. Green Dot's goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Washington State schools. Green Dot may also hire experienced Principals from Washington State and place them directly into school leadership positions if they are highly qualified.

### **Pipeline of Teacher Leaders**

As mentioned before, the primary goal of The College-Ready Promise (TCRP) is to improve teacher effectiveness in order to prepare all students for success in college and beyond. However, an equally important objective is to attract and retain the most talented teachers into our organization by recognizing and rewarding success. Green Dot aims to create a system in which aspiring teacher leaders within the organization may be identified, recruited, trained and placed in instructional leadership positions.

To accomplish this, Green Dot has developed a meaningful career ladder (see below diagram) to allow proven teachers a path for growth and greater responsibility. After teachers have mastered classroom instruction and reach “Highly Effective,” they can step into Teacher Leader Roles. These roles groom our Teacher Leaders for the Administrator-in-Residence program, where they can progress to become Assistant Principals and Principals.

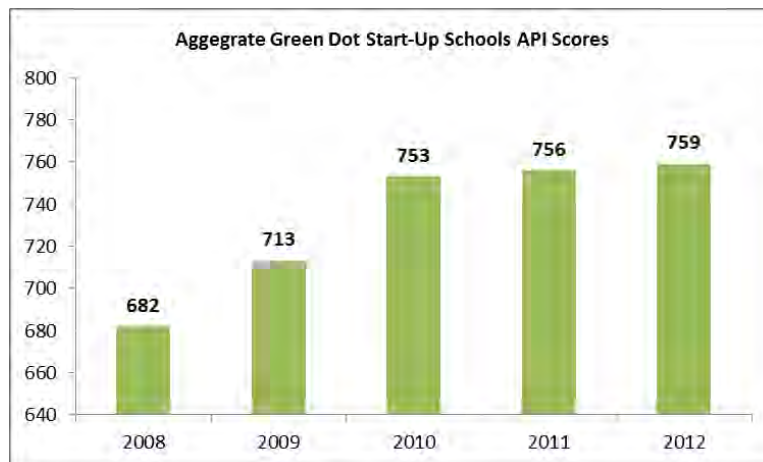


2. In August 2000, Green Dot opened with one 9<sup>th</sup>-grade class of 140 students. Today, our organization operates 19 schools (with four schools under one CDS code) serving over 10,000 students in communities across Los Angeles. We operate a mix of start-up and conversion schools that are located in many of the most socio-economically, disadvantaged neighborhoods in Los Angeles. Our student population is predominantly minority (99% African-American or Hispanic) and low-income (more than 92% of our students qualify for free or reduced lunch).

**Results**

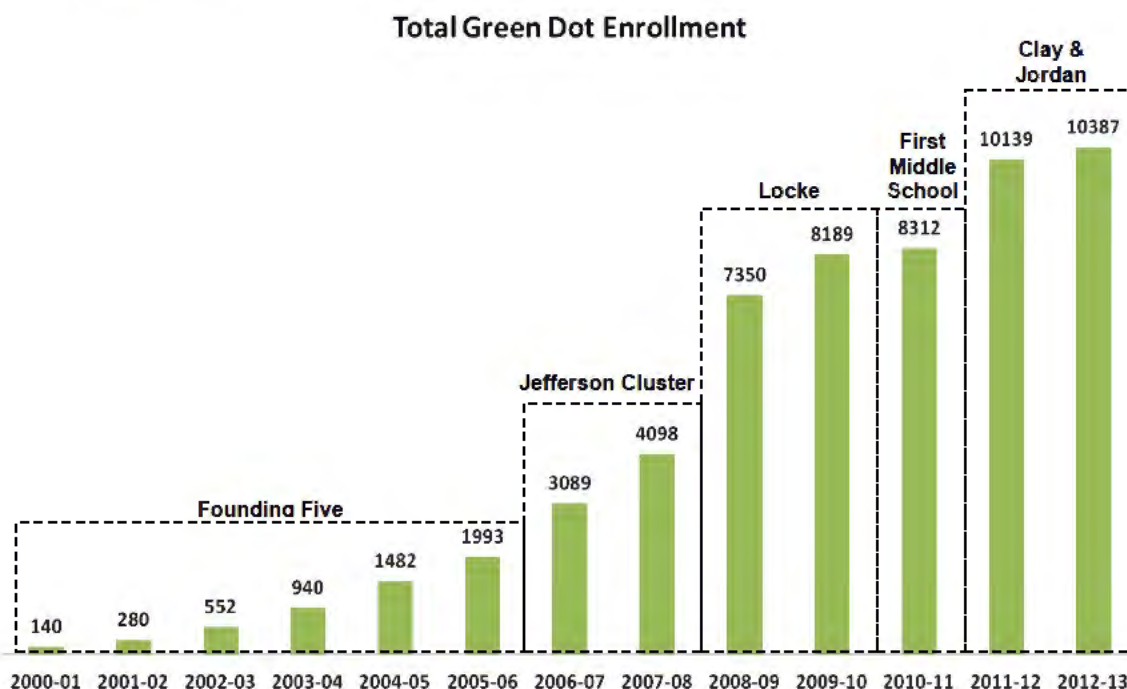
Green Dot schools average more than 50 points higher on the annual California Academic Performance Index (“API”) than comparable public schools in similar neighborhoods. The API is a measurement of academic performance and progress of individual schools in California. API scores range from a low of 200 to a high of 1000, with the State Department of Education having set a goal of 800. In 2012, Green Dot’s aggregate API score climbed 19 points, marking the fourth straight year of collective gains for the Green Dot network. This average 19-point gain at Green Dot schools occurred in a year where the average API score in California decreased two points, and API scores within the Los Angeles Unified School District (“LAUSD”) increased by three points. Green Dot’s start-up middle and high schools routinely exceed the API scores of other neighborhood schools by even wider margins. Ánimo Jackie Robinson Charter High School and Ánimo Pat Brown Charter High School, for example, achieved API scores 150 points higher than local schools with identical socio-economic characteristics.

As displayed in the graph below, Green Dot has consistently increased our aggregate API score for our start-up middle and high schools over the past five years. Two of our schools, Ánimo Leadership Charter High School and Ánimo Inglewood Charter High School, exceed the statewide API goal of 800; several more are



poised to pass it in the next few years. Our start-up schools are also graduating students at rates previously unheard of in the communities they serve - the cohort graduation rate for 9th graders entering a Green Dot independent school in 2008 averaged 86% in 2012, compared to 79% for the state and 65% for LAUSD. Refer to **Attachment 25** for additional details on Green Dot's academic performance data.

### Green Dot School History



### Early Success with Start-Up Schools:

- Founding Five:** Between 2000 and 2005, Green Dot opened five independent charter high schools in some of the toughest neighborhoods in Los Angeles. All five went on to be named in *Newsweek's* annual ranking of the best high schools in the country and were medal winners in the annual *U.S. News and World Report* list, placing them in the top 2.5% nationally.
- Jefferson Cluster:** In 2006, Green Dot opened a cluster of five charter high schools to create a parent 'zone of choice' around Thomas Jefferson High School, at that time, the lowest performing school in LAUSD. In 2010, Green Dot independently chose to close two of these five schools. Green Dot recommended the closure of *Ánimo Film and Theater Arts* since the school's focus on the arts was not aligned with Green Dot's academic model. Green Dot also recommended the closure of *Ánimo Justice* due to the saturation of charter schools in the neighborhood, low academic performance, and the failure of Los Angeles Unified School District to provide the school with promised facilities. In 2012, the API scores of Green Dot's three remaining schools in this area are between 100 and 200 points higher than Thomas Jefferson High School.

### Leader in School Turnarounds:

By 2007, over the course of seven years, Green Dot had built 10 public charter schools in the Los Angeles area, but only served 3,000 students in a district that was responsible for 700,000. Green Dot realized that growth of independent charter schools at this rate was barely going to make a dent. In 2008, Green Dot expanded its approach to focus on turning around chronically low-performing schools and took on the transformation of Alain LeRoy Locke College Preparatory Academy.



- Locke Transformation:** With more than 2,200 students, Locke was 15 times the size of a typical charter school launch and one of the worst high schools in California. The campus was physically dangerous, truancy was rampant and chronically low student outcomes were reflected in an API of 515. It was one of the largest whole-school transformations attempted anywhere in the country and presented an enormous challenge for the administrators and teachers responsible for meeting the expectations of the community. In 2012, results published from a three-year, quasi-experimental matched-pair evaluation conducted by UCLA’s National Center for Research on Evaluation, Standards & Student Testing (“CRESST”) found that four years into the turnaround, Green Dot students were 1.5x more likely to graduate and 3.7x times more likely to have completed coursework that prepares them for college. After five years, the school’s API is almost 100 points higher than under the operational control of Los Angeles Unified School District. Just as importantly, Green Dot has learned from the experience, evaluating and improving the Green Dot model to reflect fresh understanding and insight into turnaround dynamics.
- Henry Clay & Jordan Transformations:** The progress of the Locke turnaround led to subsequent transformations by Green Dot of Henry Clay Middle School (Ánimo Phillis Wheatley and Ánimo Western) and David Starr Jordan Senior High School (Ánimo College Prep Academy) in 2011.<sup>6</sup> Henry Clay was the worst performing middle school in California and had been designated as the highest priority school in the state for School Improvement Grant (SIG) funding. Jordan is located in the heart of one of the country’s oldest and largest housing projects. The lessons learned from Locke allowed administrators and teachers to greatly accelerate turnaround at these two schools. After only two years, API has risen 122 points (from 516 to 638) at Jordan and 109 points (from 553 to 662) at the Clay schools, with Jordan being cited by the California Department of Education as the most improved public high school in the state.

3. In its 13-year history, Green Dot has not had a charter revoked. As mentioned above, in 2010, Green Dot independently chose to close two of its schools. Green Dot recommended the closure of Ánimo Film and Theater Arts since the school’s focus on the arts was not aligned with Green Dot’s academic model. Green Dot also recommended the closure of Ánimo Justice due to the saturation of charter schools in the neighborhood, low academic performance and the failure of LAUSD to provide the school with promised facilities. In 2013, Green Dot also independently chose to re-organize Alain LeRoy Locke College Preparatory Academy, formerly five individual Green Dot high schools, by creating three small learning communities for 10<sup>th</sup>-12<sup>th</sup> graders and a single 9<sup>th</sup> grade academy on one main campus. This reorganization is enabling Green Dot to provide more targeted interventions to incoming 9<sup>th</sup> graders. As a result, the Locke Family of Schools currently shares one county-district-school (CDS) code in California that is used for purposes of school identification as well as tracking student demographics and student achievement levels.

**WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

<sup>6</sup> Jordan was restructured as two new schools sharing a single campus: one a Green Dot school and the other operated by the mayor’s Partnership for Los Angeles Schools (PLAS). Concurrently, Henry Clay was divided into two small learning academies: Ánimo Western Charter Middle School and Ánimo Phillis Wheatley Charter Middle School (known officially by their charter names: Ánimo Charter Middle School #3 and Ánimo Charter Middle School #4, respectively).

## **Attachment #1 – Green Dot Washington State Background Check Authorization**

Attachment #1 includes Background Check Authorization Forms for Green Dot's Board Members and four Leadership Team Members.

# Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: Buhayar Andrew Michael  
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):

None

Address:

                                                                                   
Street City State Zip Code

Date of birth:                   Sex:  Male  Female  
Month Day Year

Have you been fingerprinted in the past?  Yes  No

In what state? Washington State

For what purpose? Global Entry / TSA Pre-Check Application

Have you ever been arrested and/or convicted of a crime or offense?  Yes  No

(Minor traffic offenses such as parking or speeding violations need not be listed)

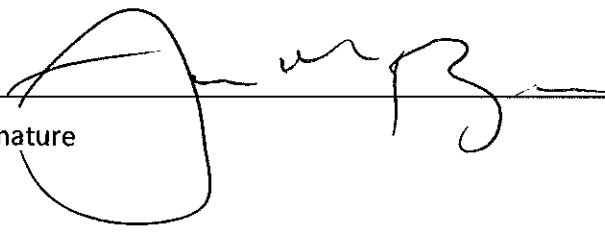
If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

**CERTIFICATION**

I Andrew M. Buhayar certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

  
Signature \_\_\_\_\_ Date 11/11/2013





**CERTIFICATION**

I Kimberly L. Mitchell certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



11/2/13

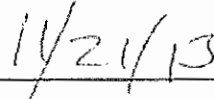
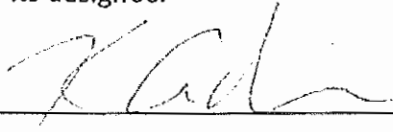
Signature

Date



CERTIFICATION

I     Kaaren Andrews     certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

Date



**CERTIFICATION**

I Marguerite W. Kondracke certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.

Marguerite W. Kondracke      11/21/13

Signature

Date

# Certification and Authorization Form for a Criminal History Background Check

Directions: Answer all of the questions on this form.

Name: \_\_\_Quaile\_\_\_ Megan \_\_\_Ann\_\_\_  
Last First Middle

Former Name(s)/Aliases/Maiden Name(s):  
\_\_\_\_\_  
\_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
Street City State Zip Code

Date of birth: \_\_\_Month\_\_\_ \_\_\_Day\_\_\_ \_\_\_Year\_\_\_ Sex:  Male  Female

Have you been fingerprinted in the past?  Yes  No

In what state? \_\_\_Illinois and California\_\_\_

For what purpose? \_\_\_For teaching credential\_\_\_

Have you ever been arrested and/or convicted of a crime or offense?  Yes  No

(Minor traffic offenses such as parking or speeding violations need not be listed)

If you have answered yes, conviction records for each of the associated offenses must be disclosed. At a minimum, the disclosure must include the date of arrest, date of offense, date of conviction, offenses, court name, case number, state where conviction occurred, as well as a copy of the charging and sentencing documents.

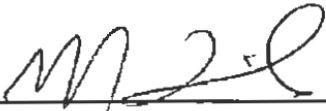
NOTE: Copies of judgments, sentencing documents and termination of probation orders may be obtained from the clerk of the county where those orders were issued and filed.

This disclosure requirement is continuing. You must notify the Commission within 5 business days if you are convicted of any crimes or offenses after this form has been completed.

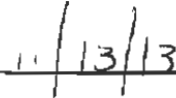


**CERTIFICATION**

I Megan Quail certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature



Date



CERTIFICATION

I Marco Penazzi certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



11/18/13

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Signature

Date



CERTIFICATION

I Cristina de Jesus certify that all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

11/18/13

Date



**CERTIFICATION**

I Sabrina Ayala certify that I all information provided in, or attached to, this document, is true and correct. I understand that any omissions, inaccuracies, or failure to make full disclosures may be deemed sufficient to deny the application. I voluntarily consent to a thorough investigation and review of my criminal history and background. I further authorize all institutions, employers, agencies, and local, state or federal governmental agencies to release any information or records requested by the Commission, or its designee.



Signature

11/19/13

Date



## Attachment #2 – Green Dot Washington State Sample Scope and Sequence

Attachment #2 - Scope and Sequence for Sixth Grade English Language Arts

Quarter 1 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p><b>Essential Questions:</b> How do real life events shape our views and opinions and impact our decisions?</p> <p>What causes a person to take a stand?</p> <p>What type of outcomes does segregation cause?</p> <p>How do people react differently to the same world or current events?</p>	<p><b>Reading Literature:</b> RL 6.1, RL 6.3, RL 6.7, RL 6.9</p> <p><b>Reading Informational:</b> RI 6.1, RI 6.3, RI 6.5, RI 6.6, RI 6.7</p> <p><b>Writing:</b> W 6.1 a,b,c,d,e, W 6.3, W 6.4,W 6.5,</p> <p><b>Speaking and Listening:</b> SL 6.1,a,b,c,d,</p> <p><b>Language:</b> L 6.1, L 6.2, L 6.6</p>	<p><b>Reading</b> SWBAT summarize nonfiction articles by writing a one-paragraph objective summary.</p> <p>SWBAT compare and contrast the actions and motivations of different historical figures by writing a comparison information / explanatory essay on Malala Yousafzai and Ruby Bridges.</p> <p>SWBAT compare different genres of text to reveal similar themes by writing a one-paragraph response citing evidence from the text.</p> <p><b>Speaking and Listening:</b> SWBAT articulate their ideas by participating in small group discussions in the form of literature circles / or socratic seminars.</p> <p>SWBAT generate higher level questions by using depth of knowledge (“DOK”) stems to write discussion questions on the non-fiction texts in the unit.</p> <p><b>Writing:</b> SWBAT compose a well-structured and well supported informational / explanatory essays using supporting evidence from the text.</p> <p><b>Language:</b> TBD based upon student writing.</p>	<p><b>Literary Texts:</b></p> <ul style="list-style-type: none"> <li>The Watsons Go to Birmingham, 1963</li> <li>Ballad of Birmingham (poem)</li> </ul> <p><b>Informational Non-Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>Ruby Bridges: Through My Eyes (introduction)</li> <li>The Story of Ruby Bridges by Robert Coles</li> <li>I Am Elizabeth Eckford</li> </ul> <p><b>Informational Non-Fiction Texts:</b></p> <ul style="list-style-type: none"> <li>Birmingham Church Bombing Article</li> <li>Malala Yousafzai: I Have the Right</li> </ul> <p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>I Am Elizabeth Eckford (audio)</li> </ul>	<p><b>Tier 2 – Academic:</b> Evidence Identity Analyze Infer Characteristic Conclude Describe Relevant Irrelevant Introduction</p> <p><b>Tier 3 – Domain Specific (Literary / Content Terms):</b> Narrative Character Traits Racism Segregation Integration Civil Rights</p>	<p><b>Formative Writing Tasks:</b> <i>Biographical Narrative:</i> <b>Prompt:</b> A time I was happiest this summer. <i>Response to Literature:</i> <b>Prompt #1:</b> Compare and contrast how Kenny and Byron reacted to Byron beating up Larry Dunn? Cite specific character traits or events that support his change. <b>Prompt #2:</b> Compare and contrast how the bombing affected Kenny and Byron’s views of the world when they returned home (pgs. 202-204). Cite specific character traits or events that support your claims.</p> <p><b>Summative:</b> <b>Performance Task w/ Multiple Sources:</b> How do the events in a person’s life impact their decisions? Their attitudes?</p> <p>You are a student who was selected to present a speech at a conference for “Kids Who Make a Difference.” You have selected Ruby Bridges and Malala Yousafzai as two young girls whose experiences shaped how they made a difference in the world. After reading various articles about them, write a speech that compares how their experiences shaped them and describes how they represent “Kids Who Made A Difference.” Be sure to support your discussion with evidence from the texts. In your response, you must draw from at least two of the sources (informational texts) provided.</p>



Attachment #2 - Scope and Sequence for Sixth Grade English Language Arts

Quarter 2 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p><b>Essential Questions:</b> What would you risk for a better future?</p> <p>What’s worth fighting for?</p> <p><b>Themes:</b> Family is what carries you through difficult times</p> <p>People need hope or a goal to withstand difficult situations</p> <p>Getting through difficult situations makes you stronger</p> <p><b>Big Ideas:</b> Immigration policies, ethics of child labor</p>	<p><b>Reading Literature:</b> RL 6.9</p> <p><b>Reading Informational:</b> RI 6.7</p> <p><b>Speaking and Listening:</b> SL 6.1, c,d,</p> <p><b>Writing:</b> W 6.5,6.9,a</p> <p><b>Language:</b> TBD based upon student writing.</p>	<p><b>Reading</b> SWBAT respond to specific passages of the novel by writing a one paragraph response citing evidence from the text to support their opinion.</p> <p>SWBAT compare different genres of text to reveal similar themes by writing a one paragraph response citing evidence from the text.</p> <p><b>Speaking and Listening:</b> SWBAT articulate their ideas by participating in small group discussions in the form of literature circles.</p> <p><b>Writing:</b> SWBAT compose a well-structured and well supported response to literature with supporting evidence from the text.</p> <p><b>Language:</b> TBD based upon student writing.</p>	<ul style="list-style-type: none"> <li>Lupita Manana by Patricia Beatty</li> <li>Fatal Sunshine: The Plight of California’s Farm Workers, TIME, by Kevin O’Leary</li> <li>To Live in the Borderlands Means You... <a href="http://thefeministtexican.wordpress.com/2009/06/19/to-live-in-the-borderlands-means-you/">http://thefeministtexican.wordpress.com/2009/06/19/to-live-in-the-borderlands-means-you/</a></li> <li>Photos: ABC News Investigation The Blueberry Children <a href="http://abcnews.go.com/Blotter/slideshow?id=8953113">http://abcnews.go.com/Blotter/slideshow?id=8953113</a></li> <li>Show video clip/read investigative piece</li> </ul>	<p>Migration Immigration Poverty Assimilation Borders</p>	<p><b>Formative Writing Task:</b> One paragraph response to literature</p> <p>One summary writing piece on the non-fiction</p> <p>Reading quizzes</p> <p>Literature circle discussions</p> <p><b>Summative:</b> <i>Genre: Informational / explanatory with multiple texts</i></p> <p>To what extent is the portrayal of Lupita and Salvador realistic when compared with the non-fiction articles we have read on the same topic?</p>

Attachment #2 - Scope and Sequence for Sixth Grade English Language Arts

Quarter 3 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p><b>Essential Questions:</b> What makes good descriptive writing?</p> <p>Why do authors use figurative language to describe?</p> <p>What are the types of figurative language that most effectively convey mood and tone?</p>	<p><b>Reading Literature:</b> RL 6.1, RL 6.2, RL 6.3, RL 6.4, RL 6.5</p> <p><b>Reading Informational:</b> RI 6.1, RI 6.3, RI 6.4, RI 6.7,</p> <p><b>Writing:</b> W 6.2</p> <p><b>Speaking and Listening:</b> SL 6.1</p> <p><b>Language:</b> L 6.1</p>	<p>SWBAT use textual evidence to support their assertions about character motivations and character traits in the novel.</p> <p>SWBAT identify and evaluate descriptive language as used by the author to convey tone and mood.</p> <p>SWBAT identify and evaluate descriptive language as used by the author to convey characters and setting.</p> <p>SWBAT read across genres to identify and evaluate what makes good descriptive writing by identifying the author’s purpose in the non-fiction pieces and then evaluating how well the author met that purpose.</p>	<p><b>Literary Texts:</b></p> <ul style="list-style-type: none"> <li>Tuck Everlasting</li> <li><u>Excerpts from:</u>  Hunger Games Game of Thrones Pride and Prejudice A Christmas Carol Matilda</li> <li><u>Poetry</u> Miss Rosie-Lucille Clifton Mother to Son- Langston Hughes Emily Dickenson Poems (to teach tone and figurative language)</li> </ul> <p><b>Informational Texts:</b></p> <ul style="list-style-type: none"> <li>“Welcome to El Dorado” Conde Nast Traveler February 2013</li> <li>“London 2013” Conde Nast Traveler March 2013</li> <li>“Tornado Devastates Oklahoma Town” Time For Kids by Kelli Plasket</li> </ul>	<p><b>Tier 2 – Academic:</b> Convey Description Significance Effective Detail Evidence Text</p> <p><b>Tier 3 – Domain Specific:</b> Tone Mood Figurative Language Simile Metaphor Personification Sensory Details Imagery</p>	<p><b>Formative Writing Tasks</b> <i>Genre: Response to Literature (informational/explanatory)</i> <b>Prompt #1:</b> How does Natalie Babbit use language to convey setting, mood and tone? <b>Prompt #2:</b> How does she feel about her characters? How do you know? <b>Prompt #3:</b> How do poets use language to convey tone and mood?</p> <p><b>Summative</b> <i>Genre: Informational/explanatory</i> <u>Performance Task w/ Multiple Sources:</u> What makes great descriptive writing?  How do writers effectively convey setting and mood in their writing?  You are an editor at a literary magazine. You are writing a piece on what makes great descriptive writing. After reading a variety of writing in fiction and non-fiction, write an essay that discusses and evaluates how they most effectively use language to describe. Be sure to support your position with evidence from the texts you have read.  Draw your evidence from at least three of these texts including one non-fiction piece.</p>



Attachment #2 - Scope and Sequence for Sixth Grade English Language Arts

Quarter 4 – Unit at a Glance					
Essential Questions	Common Core Focus Standards	Course Outcomes Students Will Be Able To (“SWBAT”)	Texts	Vocabulary	Assessments
<p><b>Essential Questions:</b></p> <p>Quarter 4 is a novel-based curriculum and is open for teachers to choose their own novel.</p> <p>Essential questions are TBD based on texts selected by the teacher.</p>	<p><b>Reading Literature:</b> RL 6.5, RL 6.6</p> <p><b>Reading Informational:</b> RI 6.1, RI 6.2, RL 6.3, RL 6.6, RL 6.8</p> <p><b>Speaking and Listening:</b> SL 6.1,c,d</p> <p><b>Writing:</b> W6.1,a,b,c,d,e</p> <p><b>Language:</b> TBD based upon student writing.</p>	<p><b>Reading</b> SWBAT analyze poetry around teacher selected themes through class discussions and text based seminars.</p> <p>SWBAT explain how an author develops their theme through the use of different narrators or speakers.</p> <p>SWBAT identify key elements of argument writing by reading model texts.</p> <p>SWBAT analyze how an author makes their argument through analysis of word choice and organizational structure.</p> <p><b>Speaking and Listening:</b> SWBAT to articulate their ideas by participating in small group discussions in the form of Socratic seminars or philosophical chairs.</p> <p><b>Writing:</b> SWBAT compose a well-structured and well supported response to literature with supporting evidence from the text.</p> <p><b>Language:</b> TBD based upon student writing.</p>	<p>Short stories, poetry, etc. from Prentice Hall anthology</p> <p>Non-Fiction text sets gathered from the following links:</p> <ul style="list-style-type: none"> <li>• Readworks: <a href="http://www.readworks.org/books">http://www.readworks.org/books</a></li> <li>• Articles in content areas by lexile: <a href="http://newsela.com">http://newsela.com</a></li> <li>• Free LA Times for Teachers- <a href="http://nieonline.com/latimes/">http://nieonline.com/latimes/</a></li> <li>• Free New York Times for Teachers- <a href="http://www.nytimes.com/learning/teachers/NIE/index.html">http://www.nytimes.com/learning/teachers/NIE/index.html</a></li> <li>• Wall Street Journal : <a href="http://online.wsj.com/home-page">http://online.wsj.com/home-page</a></li> <li>• New Scientist: <a href="http://www.newscientist.com/">http://www.newscientist.com/</a></li> <li>• US News: <a href="http://www.usnews.com/news">http://www.usnews.com/news</a></li> <li>• Washington Post: <a href="http://www.washingtonpost.com/">http://www.washingtonpost.com/</a></li> <li>• Psychology Today: <a href="http://www.psychologytoday.com/">http://www.psychologytoday.com/</a></li> <li>• The Week: <a href="http://theweek.com/">http://theweek.com/</a></li> <li>• General: <a href="http://www.pbs.org/teachers">http://www.pbs.org/teachers</a></li> <li>• General: <a href="http://www.npr.org/">http://www.npr.org/</a></li> <li>• Kelly Gallagher’s Article of the Week- <a href="http://kellygallagher.org/resources/articles.html">http://kellygallagher.org/resources/articles.html</a></li> <li>• General/by kids: <a href="http://www.teenink.com/">http://www.teenink.com/</a></li> </ul>	<p>TBD based on theme selected by teacher.</p>	<p><b>Formative:</b> Multiple paragraph response to literature</p> <p>Multiple summaries of the non-fiction.</p> <p>Reading quizzes</p> <p>Grammar quizzes</p> <p>Socratic seminar</p> <p><b>Summative:</b> Process Write: Argument</p> <p>Revised academic summary of NF articles</p>

## Attachment #3 – Green Dot Washington State Curriculum Development Plan

## Attachment #3 – Curriculum and Instructional Design

### Curriculum and Textbook Selection Process

The curriculum used for each course at Green Dot Charter Middle School will be chosen through a collaborative effort between the founding Principal, its founding teachers and Green Dot's Education Team. Green Dot's Education Team will provide an initial list of recommended textbooks and teaching strategies for different courses at the school to the Principal at least **nine months** prior to the school opening. Since Green Dot schools have experienced similar success with different textbooks in different classrooms, the Principal, Assistant Principal and teachers will then determine which textbooks and strategies from Green Dot's recommended list are most relevant for their school at least **six months** prior to the school opening.

To do this, each school chooses a committee whose responsibility is to research available textbooks and choose the textbooks to be used at the school. This Textbook Adoption Committee (TAC) should be comprised of school leaders, teachers in the content area and individuals that have some specific relationship to the material (department heads). Green Dot anticipates that not all founding teachers will be hired for Green Dot Charter Middle School six months prior to the school opening; in which case, the Principal and Assistant Principal will form a larger core of the TAC. As an initial task, the TAC should create and/or adopt a rubric by which to judge the various textbooks. This rubric should include consideration of a) clear alignment with Common Core and Washington State Standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, socioeconomic and ethnic differences, d) differing learning modalities, e) local budget constraints and f) content accessibility. While the committee may consider various textbooks of interest, the committee should begin their search for textbooks by considering the books on the Green Dot Recommended Book List. Teachers are also expected to use additional sources, such as novels, periodicals, internet research, to complement the textbooks. If a textbook is selected that does not appear on the Green Dot Recommended Book List, the book must be presented to the Executive Director in the Washington State region for final approval. Each textbook selected must be aligned with Common Core and/or Washington State Standards for the content area and grade level.



### Attachment #3 – Curriculum and Instructional Design

#### Green Dot's Recommended Curriculum and Textbook List

The below outlines the resources and instructional materials that are currently being used at other Green Dot middle schools with much success and that may be utilized to deliver core curriculum learning programs and achieve student mastery of Common Core and/or Washington State Standards. The below mentioned curricula and curriculum support materials are all research-based and support the philosophy, goals and objectives of Green Dot Washington State.

#### English Language Arts

- Read180 Software (for intervention students): uses adaptive technology to individualize and differentiate student instruction and provide powerful data for teachers.
- Hampton Brown Edge (for English language learners): core reading/language arts program designed for students reading below grade level.

Recommended sixth grade novels including, but not limited to, the below:

<b>Title</b>	<b>Author</b>
Pearson Anthology	
<i>Bud, Not Buddy</i>	Christopher Paul Curtis
<i>How Tia Lola Came To Stay</i>	Julia Alvarez
<i>Cleopatra VII, Daughter of the Nile</i>	Kristiana Gregory
<i>Boy of the Painted Cave</i>	Justin Denzel
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>A Wrinkle in Time</i>	Madeleine L'Engle
<i>When You Reach Me</i>	Rebecca Stead
<i>Dragon Wings</i>	Laurence Yep
<i>Holes</i>	Louis Sachar
<i>When You Reach Me</i>	Bernard Evslin

<b>Summer Bridge or Read-In</b>	<b>Author</b>
<i>The BFG</i>	Roald Dahl
<i>Seedfolks</i>	Paul Fleischman
<i>Bridge to Terabithia</i>	Katherine Patterson
<i>Becoming Naomi Leon</i>	Pam Munoz Ryan
<i>Island of the Blue Dolphins</i>	Scott O'Dell

## Attachment #3 – Curriculum and Instructional Design

### Math

- State-adopted textbooks from the Glencoe/McGraw-Hill publisher (or other state-adopted text as new adoptions are proffered)
- Reading material from engineering, medical and math journals and industry reports to supplement the textbooks
- TI-83 Graphing Calculators

### Science

- State-adopted textbooks from the Glencoe/McGraw-Hill publisher (or other state-adopted text as new adoptions are proffered)
- Multimedia databases for quick access to encyclopedia articles, web links and full-text periodical articles
- Extensive on-line resources and curriculum-related databases
- Web-based simulators and online videos (e.g. BrainPop, Discovery Learning, Gizmos)
- Full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations
- Calculator-based laboratories and probes

### Social Studies

- State-adopted textbooks from Glencoe/McGraw-Hill (or other state-adopted text as new adoptions are proffered)
- Multimedia databases for quick access to encyclopedia articles, web links and full-text periodical articles
- Extensive on-line resources and curriculum-related databases
- Web-based simulators and online videos (e.g. BrainPop, Discovery Learning, Gizmos)
- Full-text articles and Internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations
- Calculator-based laboratories and probes

## **Attachment #4 - Middle School Promotion and Graduation Policy**

Enclosed is the middle school promotion and graduation policy used at existing Green Dot schools in California. Please note Green Dot would adapt all policies, as necessary, to operate in Washington State.

Green Dot schools aim to not retain students in the same grade for a second year in middle school. Our principals and teachers work with parents to find instructional alternatives, and retention is considered only in extraordinary circumstances.

Policy: Middle School Promotion, Graduation & Acceleration

**Promotion Policy and Graduation Policy:** All students must attend school full time. Middle school students (grades 6 - 8) are required to participate in the educational and academic classes offered in the areas of English, Reading, Mathematics, Social Science, Technology, and Writing. The Green Dot promotion policy ensures that each child is prepared to progress successfully through grade levels in order to prepare for success in high school, college, leadership and life.

Students who are not prepared to exit a grade level are not permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child.

The following criteria will be considered for promotion:

1. Attendance
2. Course Grades
3. Student Achievement Scores on the Norm Reference Formative Assessment System (NWEA)

**Attendance:** In adherence with the Green Dot Attendance Policy, any student who misses more than 15 days in a semester may not earn credit.

**Course Grades:** Students who fail more than two courses per school year (or 20.0 credits) will be automatically retained. Students who fail one or two courses per school year may be required to pass summer school to qualify for promotion.

**Student Achievement Scores:** Minimum grade equivalent scores on the NWEA will be required for promotion. Students who score more than two grade levels below the national norm in two subject areas (English, Math, Reading or Science) will be referred to summer school. By the end of summer school, students must perform within two grade levels of the national norm in at least two subject areas in order to qualify for promotion.

The administration reserves the right to review special cases and allow consideration to be given.

**Acceleration:**

When high academic achievement is evident, the Chief Academic Officer or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.



Policy: Grading Scale and Failed Courses

A= superior work, the student consistently excels in quality of work; a college recommending grade

B= above average work, the student maintains a good standard of work; a college recommending grade

C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade

D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A "D" does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed

A+ 100%	B+ 88%- 89%	C+ 78%- 79%	D+ 68%- 69%	F 59% ↓
A 93% – 99%	B 83%- 87%	C 73% - 77%	D 63% - 67%	
A- 90%- 92%	B- 80% - 82%	C- 70%-72%	D- 60%- 62%	

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".

#### Failed Courses

It is each student's responsibility to achieve academic success. If a student is experiencing difficulty with a course, he/she should seek assistance and support from his/her teacher or advisor. In the event that a student fails a course required for graduation, he/she is required to retake and pass the course before a diploma will be issued.

Failed courses are to be taken and passed during the summer immediately following the year of failure. Repeated failures will jeopardize a student's retention in Green Dot Public Schools.

**Attachment #5 – Green Dot Washington State Proposed Academic Calendar and Sample Daily and Weekly Schedule**

# Attachment #5 - 2015-2016 School Calendar (DRAFT)



### Number of Days:

<span style="background-color: yellow;"> </span>	Regular Days <sup>(1)</sup>
<span style="background-color: pink;"> </span>	Early Release Days <sup>(2)</sup>
<span style="background-color: lightgreen;"> </span>	Teacher PD Days
<span style="background-color: lightblue;"> </span>	No School / Holidays

180  
10

### Hours of Instruction (Excluding Lunch):

180 Regular Days x 6.25 hours = 1,125 hours  
10 Early Release Days x ~4.5 hours = ~45 hours  
 190 Total Days = ~1,170 hours

JULY 2015						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2015						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2015						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2015						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Summer Bridge Program: 13-24  
 Teacher Summer PD: 27-31

Teacher Summer PD: 3-7  
 First Day of School: 12

Labor Day - No School: 7  
 Regional PD Day - No School: 16

Regional PD Day - No School: 7

Regular Days 13  
 Early Release Days 0

Regular Days 20  
 Early Release Days 0

Regular Days 21  
 Early Release Days 0

NOVEMBER 2015						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2015						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2016						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2016						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

Veteran's Day - No School: 11  
 Parent Conferences: 16-18  
 Thanksgiving - No School: 26-27

Final Exams: 17-18  
 Winter Break - No School: 22-31

Winter Break - No School: 1  
 Regional PD Day - No School: 13  
 MLK Jr. Day - No School: 18

President's Day - No School: 15  
 Parent Conferences: 24-26

Regular Days 15  
 Early Release Days 3

Regular Days 12  
 Early Release Days 2

Regular Days 18  
 Early Release Days 0

Regular Days 17  
 Early Release Days 3

MARCH 2016						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2016						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2016						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2016						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Spring Break - No School: 21-25

Memorial Day - No School: 30

Final Exams: 7-8

Regular Days 18  
 Early Release Days 0

Regular Days 21  
 Early Release Days 0

Regular Days 21  
 Early Release Days 0

Regular Days 4  
 Early Release Days 2

(1) Green Dot anticipates holding 180 regular days with 6.25 hours of daily instruction (excluding 35 minutes for lunch)  
 (2) Green Dot anticipates holding an additional 10 early release days with ~4.5 hours of daily instruction (excluding 35 minutes for lunch)



Attachment #5 - Daily Bell Schedule (DRAFT)



<b>MONDAY</b>	<b>Sample Class</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Period 1	English	8:00	8:55	55
Period 2	Social Science	9:00	9:55	55
Period 3	Elective OR Literacy Intervention	10:00	10:55	55
Advisory	Advisory	11:00	11:45	45
Lunch	Lunch	11:45	12:20	35
Period 4	Math	12:25	1:20	55
Period 5	Science	1:25	2:20	55
Period 6	Elective OR Math Intervention	2:25	3:20	55

<b>TUESDAY</b>	<b>Sample Class</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Period 1	English	8:00	8:55	55
Period 2	Social Science	9:00	9:55	55
Period 3	Elective OR Literacy Intervention	10:00	10:55	55
Advisory	Advisory	11:00	11:45	45
Lunch	Lunch	11:45	12:20	35
Period 4	Math	12:25	1:20	55
Period 5	Science	1:25	2:20	55
Period 6	Elective OR Math Intervention	2:25	3:20	55

<b>WEDNESDAY</b>	<b>Sample Class</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Period 1	English	8:00	8:55	55
Period 2	Social Science	9:00	9:55	55
Period 3	Elective OR Literacy Intervention	10:00	10:55	55
Advisory	Advisory	11:00	11:45	45
Lunch	Lunch	11:45	12:20	35
Period 4	Math	12:25	1:20	55
Period 5	Science	1:25	2:20	55
Period 6	Elective OR Math Intervention	2:25	3:20	55

<b>THURSDAY</b>	<b>Sample Class</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Period 1	English	8:00	8:55	55
Period 2	Social Science	9:00	9:55	55
Period 3	Elective OR Literacy Intervention	10:00	10:55	55
Advisory	Advisory	11:00	11:45	45
Lunch	Lunch	11:45	12:20	35
Period 4	Math	12:25	1:20	55
Period 5	Science	1:25	2:20	55
Period 6	Elective OR Math Intervention	2:25	3:20	55

<b>FRIDAY</b>	<b>Sample Class</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
Period 1	English	8:00	8:55	55
Period 2	Social Science	9:00	9:55	55
Period 3	Elective OR Literacy Intervention	10:00	10:55	55
Advisory	Advisory	11:00	11:45	45
Lunch	Lunch	11:45	12:20	35
Period 4	Math	12:25	1:20	55
Period 5	Science	1:25	2:20	55
Period 6	Elective OR Math Intervention	2:25	3:20	55

## Attachment #6 - Enrollment Policy

Enclosed is the enrollment policy that is used at existing Green Dot schools in California. Green Dot Washington State anticipates that the open enrollment period will occur during the winter and spring each year with the lottery taking place, if necessary, no later than June 30<sup>th</sup>, 2015.

Per Initiative 1240, section 205, "Admission and Enrollment of Students", Green Dot plans to give an enrollment preference to siblings of already enrolled students at Green Dot Charter Middle School. Green Dot is aware that Washington State law does not provide required enrollment preferences for children of a school's founders ("founding families") or full-time employees of the school. Please note that Green Dot plans to adjust its existing enrollment policies, accordingly, to comply with Washington State law.



## **Enrollment Policy**

**A. 1.0**

Policy: Non Discrimination

Green Dot Public Schools does not discriminate against any student on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) in any of its policies, practices, or procedures. Green Dot Public Schools "Discrimination/Harassment Policy" complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals With Disabilities Education Act of 1990, and other applicable federal and state laws.

## Enrollment Policy

A. 2.0

### Policy: Admissions

Green Dot Public Schools operates both independent and conversion charters. Admissions policies may vary based on the type of school. Each school shall follow the admission portion of the charter. Any student applying for admission after expulsion from their current school district must provide appropriate documentation that their rehabilitation guidelines have been met before acceptance into a Green Dot school. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the School at the time the pupil seeks readmission.

#### Definitions:

An "Independent Charter School", as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

A "Conversion Charter School" as defined by this policy, is one that existed as a regular district school and converted to charter status.

#### Admissions for Independent Charters

Independent charters are open to all students in California. Students must fill out a one-page application and meet all deadlines for the application process. If more students apply by the deadline than there are seats available, students are selected by a public lottery process.

#### Admissions for Conversion Charters

Conversion charters are open to all students in the attendance area. Students must fill out an Intent to Enroll form prior to the lottery date. After the lottery date, students will be placed in a school based on availability.

## Enrollment Policy

A. 3.0

Policy: Lottery Procedures

Green Dot Public Schools operates both independent and conversion charters.  
Lottery Procedures may vary based on the type of school.

### Lottery Application Forms

One Page Application: All students, including siblings need to turn their application in prior to the lottery deadline.

- One-page applications received after the lottery deadline will be placed on the waitlist in the order they were received.
- One-page applications received after the lottery deadline for all preference groups outlined in the school's charter will be placed at the top of the waitlist
  - Note: Per Charter Law students residing in the authorizing district have preference over out of area students.
  - Note: Schools will conduct a 10% audit each year to verify students in the authorizing district's attendance.

Intent to Enroll Forms:

Students residing in the conversion schools' attendance area must submit an Intent to Enroll form prior to the lottery date. After the lottery date, students will be placed in a school based on availability.

Founding Family Preference:

- Student of a parent that originally helped open the school. (to verify status, there is a list in the Home Office of families that qualify under this category)

Sibling Preference defined as:

- Students of the same parent; or if a student can show legal documentation of same guardian of existing student.
- Sibling of a currently enrolled student at any grade level or of a graduate of the school.

### Recommended Lottery Procedures

- If you have more applications than seats available for your school you must hold a random public lottery
- Each applicant's name will be assigned a number (post the list with number assignment before the drawing begins)
- Each name & number will be put on the same card of equal size and shape
- The card is then placed in a container (tumbler) that will randomly mix cards.
- A random drawing will occur and the appropriate number of students chosen will be selected. Make sure you announce how many spaces are available before you pull the first card. (Please note that siblings do not participate in the lottery and are already slated a spot. Ex. If you have 10 siblings you are only drawing 130 students at the lottery)
- Once the student list is set, you continue to pull numbers to determine the order of the waitlist.
- An observer other than the person drawing the cards, will collect the cards in order and enter the results into an electronic database (excel spreadsheet).
- Database will be double checked to ensure accuracy.
- Database will be made public as soon as possible both online and posted in public locations. It will also be kept on file at the school site.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.



Conversion Charter Enrollment Deadline

Students who enter fewer than 15 days before the end of the semester are asked to return to enroll at the beginning of the next semester. These students need to finalize their grades at the sending school and have all the proper check out documentation.

Enrollment Process and Information Packet

Once a student has been selected in the random public lottery we must mail out an acceptance letter to the family and allow the family two weeks to send back its acceptance. During this two week period, schools should also call the families to confirm attendance. Staff members will document all attempts to call the families and any responses.

If we have not received confirmation within two weeks the student will be dropped and a student on the waitlist will be offered placement.

Each school must ensure that each admitted student submits:

- Completed Information Packet
- Emergency Card
- Immunization Records
- Transcripts
- Lunch Application
- IEP or Section 504 plan, if applicable

**Enrollment Policy**

**A. 4.0**

Policy: Student Transfers

No Green Dot school will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school. Practical examples of this policy include:

Students enrolled in an **Ánimo**

- school are allowed to transfer to any other **Ánimo** school as long as proper application and waitlist procedures were followed.

Intra-Ánimo Transfer

The transfer of a student from one school to another for the purpose of improving achievement, attendance or adjustment may be addressed as an Intra-Ánimo transfer. Such transfers are initiated by parent/guardian request. Intra-Ánimo transfers may be issued based on one or more of the following reasons:

- Sibling
- Parent employment-related transfers
- Specialized programs
- Social adjustment and/or protection

Intra-Ánimo Transfers will be granted only if the applicant is eligible and will be handled on a case-by-case basis, directly between the sending and receiving schools. Upon mutual agreement of the two schools, these students may bypass the waitlist.





## **Enrollment Policy**

**A. 5.0**

### Policy: Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waiting list to enroll should space become available. Waitlist ranking will be assigned in the order selected. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available, even if the student is enrolled in another *Ánimo* school. A student is only removed from a waitlist per parent request.

## Enrollment Policy

A. 6.0

Policy: Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in a emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings
- Live “double-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)
- Live in a hotel or motel
- Live in a trailer park or campsite with their family
- Have been abandoned at a hospital
- Be awaiting foster placement in limited circumstances
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations
- Be a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in circumstances described above

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible.

Policy: Over-Age Students

According to the California Code of Regulations (5 CCR 11965), “a pupil who is over the age of 19 years may generate attendance for apportionment reasons if the following conditions are met:

- A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an individual education program) consistent with the definition of satisfactory progress set for the in subdivision (b) of Section 11965.
- B) The pupil is not over the age of 22 years.”

Satisfactory progress is defined in California Code of Regulations (5 CCR 11965) as:

“uninterrupted progress towards the completion, with passing grades, of the substance of the course of student that is required for graduation from a non-charter comprehensive high school ... that the pupil has not yet completed, at a rate that is at least adequate to allow the pupil to successfully complete, through full time attendance, all that uncompleted coursework ...”

Green Dot encourages all students who are eighteen and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student’s legal status and obligations upon reaching the age of 18, please download a copy of “When You Become 18, A Survival Guide for Teenagers”, which is available from the State Bar of California at <http://calbar.ca.gov/calbar/pdfs/publications/Becoming-18.pdf>. In addition, Green Dot would like to specifically make all students over the age 18 aware of California Penal Code Section 261.5(a), which provides: “Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a “minor” is a person under the age of 18 years and an “adult” is a person who is at least 18 years of age.”

Any student admitted to a Green Dot school who is 16 years of age or older will be held to the guidelines of this regulation as he/she will turn 19 years of age during his/her high school career. Such students must agree to the following guidelines if he she wishes to attend a Green Dot school:

Any student admitted to a Green Dot school who is 16 years of age or older will be held to the guidelines of this regulation as he/she will turn 19 years of age during his/her high school career. Such students must agree to the following guidelines if he she wishes to attend a Green Dot school:

1. The student must have uninterrupted, continuous attendance in school until graduation.
2. The student must maintain passing grades in all classes until graduation.
3. The student must make continuous, uninterrupted progress toward Green Dot’s graduation requirements.
4. The student must maintain full-time attendance until graduation.
5. A student who is 18 or over whom is eligible for suspension or expulsion based upon the Green Dot Discipline Policy will be subject to automatic dismissal from a Green Dot school without the potential to reapply for admission.



## **Enrollment Policy**

**A. 8.0**

### Policy: Returning Student Policy

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 outlined in the Green Dot Discipline Policy prior to being eligible to return to school.





## **Enrollment Policy**

**A. 9.0**

### Policy: Withdrawal

If a parent wishes to withdraw or transfer a student from Green Dot Public Schools, it is his/her responsibility to notify the Principal. In some cases, the Principal may want to meet with the student's parents as well. In addition, the student must follow the returning student policy if he/she wishes to return to Green Dot Public Schools. Students will receive unofficial transcripts until all books are returned and fees are paid.

## Enrollment Policy

A. 10.0

Policy: Student Records

### Inspection of Records

Parents, legal guardians, or adult students have a right to review their own or child's student records. Student records are available for review during regular school hours. Written requests for access should be directed to the Principal, and will be granted within five days from the date of the request. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current restraining order specifically preventing record access. It is the responsibility of the parent to produce legal documentation of this nature. (A restraining order preventing access to the student does not prevent access to records.)

### Maintenance of Records

A log is maintained for each student's record which lists all persons or organizations requesting or receiving information from that record. Requests to access the log should be directed to the school Principal.

### Release and/or Duplication of Records

Schools may permit access to student records by a specific person if the parent has filed written authorization specifying the records to be released and identifying the person to whom the records may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be permanently kept with the student's record file. Student records may be released without parent or guardian consent as permitted by law. Outside organizations, such as law enforcement agencies and child and family services may be granted access to student records. Such requests will be recorded in the access log in the students' file.

### Military Recruitment

Under the general provisions of the No Child Left Behind (NCLB) Act, secondary schools receiving funds under this act shall provide armed forces recruiters' access to students and student recruiting information. Secondary schools shall provide, upon a request by military recruiters or an institution of higher education, access to high school student names, addresses, and telephone listings, referred to as "directory data" such information may include:

Name

Major Fields of Study  
Address

Dates of Attendance  
Date and Place of Birth  
Diplomas and Awards Received  
Last Educational Institution Attended

A high school student or the parent of the student may request that this information not be released with written parental consent.

### Records

There are three types of student educational records: mandatory permanent records, mandatory interim records, and permitted records.

Mandatory permanent records are to be kept in perpetuity. Examples include:

- Name, birth date, place of birth, gender
- Name and address of parent
- Subjects taken during the school year
- Date of graduation

Mandatory interim records are those which schools are required to compile and maintain for a stipulated period of time and then they may be destroyed. Examples of this type of record include:

- Health information
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Progress reports

Permitted records are student records that the school district maintains for appropriate educational purposes such as program placement and programming of student class schedules. Examples include: State and district assessment results, objective Counselor and/or teacher ratings, routine discipline data, and verified reports of relevant behavior patterns

Student Record Access Log- should include:

- Name of person(s) to whom the information was disclosed (or, if no disclosure was made, from whom the request was received)
- The reason for disclosure
- The time and circumstances of disclosure
- The particular records that were disclosed

Record Storage

- All student records should be locked and kept on site.



## **Attachment #7 - Discipline Policy**

Enclosed is the discipline policy that is used at existing Green Dot schools in California. Please note that Green Dot would adapt all policies, as necessary, to operate in Washington State. Green Dot Washington State shall also comply with laws and regulations of the state, county, or city relating to student discipline including, but not limited to, RCW 28A.150.300.

Policy: Discipline

Green Dot Public Schools has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent-Student Handbook. The plan includes day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

### **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 Principal.

### **Teacher Detention**

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, and a behavior contract. Any teacher may assign a teacher's detention to a student.

#### *Offenses That May Result in a Teacher's Detention*

As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension of Expulsion section included below.

### **Administrative Detention**

These detentions are typically held after school. During the detention period, students are to sit quietly. 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. Green Dot Public Schools will use a progressive discipline system as defined in this handbook to intervene in student behavior.

A serious offense may include any violation listed under Suspension or Expulsion section.

### **Suspension**

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.



Whether suspension occurs in school or out, the maximum number of consecutive days a student may be suspended five (5) days, unless the suspension is extended pending an expulsion hearing with the of the Discipline Review Board.

Students on suspension pending an expulsion hearing may request that academic work be made available for pick up at the office.

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### Suspension/Expulsion Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold,



- delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
  - g) Caused or attempted to cause damage to school property or private property.
  - h) Stole or attempted to steal school property or private property.
  - i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - j) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
  - l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - m) Knowingly received stolen school property or private property.
  - n) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - o) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
  - p) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - r) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
  - s) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - v) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating



- substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
  - x) Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.
  - y) Intentionally “hacked” or broken into a School or School affiliated computer system.
  - z) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

#### **Student Discipline Review Board**

The Discipline Review Board (“DRB”) is an advisory committee to the Principal and is comprised of administrator(s) and teachers. Members of the Board may be nominated, elected, or appointed teachers. The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code or has broken the terms of his/her particular contract (Attendance/Academic, Personal, Discipline). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. *While five (5) school days is the maximum initial suspension allowed; following the conference, such a suspension may be extended pending the results of a DRB hearing. .*

#### **Expulsion – Dismissal from School**

A student may be dismissed from Green Dot Public Schools for any of the violations listed above in the section titled: “*Suspension/Expulsion Offenses,*” upon recommendation by the Principal and after a hearing in front of the Green Dot’s Home Office Discipline Review Panel.

Upon a recommendation of Expulsion by the Principal or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a year, unless a suspension has been extended pending an expulsion hearing.

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)



- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code., including providing or selling narcotics of any kind (immediate expulsion) and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district and that act occurs at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or during or while going to or coming from a school-sponsored activity.

#### **Authority to Expel**

A student may be expelled either by the Green Dot's Home Office Discipline Review Panel following a hearing before it. The Green Dot's Home Office Discipline Review Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board.

#### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Principal or designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The hearing will proceed. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The final decision by the Green Dot's Home Office Discipline Review Panel shall be made within ten (10) school days following the conclusion of the hearing.

#### **Appeal Rights**

Parents have the rights to appeal suspensions and expulsions. A parent or student must submit a written appeal within 10 days of being informed of the suspension or expulsion to Green Dot Management.

#### **Future Placement**

If the student is expelled, Green Dot Public Schools will assist parents in finding a new placement for an expelled student including advising parents to call the local district Student Discipline Proceedings Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

#### **Rehabilitation Plans**



Pupils who are expelled from Green Dot Public Schools shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Green Dot Public Schools for readmission. The amount of time is determined by the Discipline Review Panel and will be adhered to.

The school's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the school's governing board shall readmit the pupil; unless the school's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the school at the time the pupil seeks readmission.

### **Disabled Students**

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School, an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement the 504 Plan?

### **Gang Affiliation**

Green Dot's Gang Policy balances the need to maintain student/campus safety with our responsibility to help identified students out of a dangerous lifestyle. The school-site administrator and the DRB has the discretion to recommend expulsion for students involved with gangs or enter such students into a disciplinary probation period. The school site administrator should follow these guidelines when deciding appropriate interventions and consequences for students:

- Where gang-related activity is the cause of a major violation of the student code of conduct (major-violation is regarded as one where a long-term suspension or an expulsion is the consequence), such students should be moved immediately towards expulsion.
- Where gang-activity is identified, but not an immediate threat to school/campus safety, administrators should enter the student into disciplinary probation with a gang intervention plan.

### **Academic Dishonesty**

Green Dot's Academic Integrity Policy is designed to encourage ethical behavior and discourage cheating, deceit, and dishonesty with regard to a student's academic achievement. A school-site administrator and the DRB has the discretion to recommend expulsion for students involved with academic dishonesty or enter such students into a disciplinary probation period.

**Rights and Responsibility Policy**

**C. 5.0**

Policy: Due Process

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Home Office and should be directed to the Cluster Director for resolution with a written response within fifteen (15) school days.
- After appeal at the Green Dot Public School administrative level, if further review is desired, the appeal may be forwarded to the Chief Academic Officer for resolution with a written response within twenty (20) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

## Attachment #8 - Conversion Schools



Not applicable. Green Dot is not requesting approval to operate a conversion school.

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## Washington State Community Engagement

Green Dot has already begun to reach out to community members and leaders to start building our understanding of Washington State and the Tacoma community. This work has primarily been led by Green Dot’s Chief Executive Officer, Marco Petruzzi; VP of National Expansion, Megan Quaille; VP of Advancement, Chad Soleo and Director of Strategic Planning, Nithya Rajan.

### Green Dot’s Community Outreach Events

Refer below for a timeline of key community engagement and outreach events that summarize Green Dot’s work to date within the state of Washington over the past twelve months.

Date	Green Dot Representatives	Community Outreach
Dec 2012	<ul style="list-style-type: none"> <li>Nithya Rajan, Director of Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>Presented at charter conference held by Washington Charter School Resource Center</li> </ul>
April 2013	<ul style="list-style-type: none"> <li>Marco Petruzzi, Chief Executive Officer</li> <li>Cristina de Jesus, Chief Academic Officer</li> <li>Nithya Rajan, Director of Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>Met with Washington State Charter School Association and Bill &amp; Melinda Gates Foundation</li> </ul>
Aug 2013	<ul style="list-style-type: none"> <li>Marco Petruzzi, Chief Executive Officer</li> <li>Megan Quaille, VP of National Expansion</li> <li>Chad Soleo, VP of Advancement</li> </ul>	<ul style="list-style-type: none"> <li>Presented to Puget Sound leaders on Green Dot’s model and received questions and feedback</li> </ul>
Aug 2013	<ul style="list-style-type: none"> <li>Marco Petruzzi, Chief Executive Officer</li> <li>Megan Quaille, VP of National Expansion</li> <li>Chad Soleo, VP of Advancement</li> </ul>	<ul style="list-style-type: none"> <li>Met with Puget Sound area superintendents at the Puget Sound Educational Services District</li> </ul>
Aug 2013	<ul style="list-style-type: none"> <li>Marco Petruzzi, Chief Executive Officer</li> <li>Megan Quaille, VP of National Expansion</li> <li>Chad Soleo, VP of Advancement</li> </ul>	<ul style="list-style-type: none"> <li>Met with parent and community leaders from Tacoma and Highline to get input on Green Dot’s model</li> </ul>
Aug 2013	<ul style="list-style-type: none"> <li>Marco Petruzzi, Chief Executive Officer</li> <li>Megan Quaille, VP of National Expansion</li> <li>Chad Soleo, VP of Advancement</li> </ul>	<ul style="list-style-type: none"> <li>Met with Puget Sound area teachers to get input on Green Dot’s model</li> </ul>
Aug 2013	<ul style="list-style-type: none"> <li>Marco Petruzzi, Chief Executive Officer</li> <li>Megan Quaille, VP of National Expansion</li> <li>Chad Soleo, VP of Advancement</li> </ul>	<ul style="list-style-type: none"> <li>Met with the Washington Education Association</li> </ul>
Oct 2013	<ul style="list-style-type: none"> <li>Chad Soleo, VP of Advancement</li> <li>Nithya Rajan, Director of Strategic Planning</li> <li>Jacob Edwards, Green Dot California Principal</li> </ul>	<ul style="list-style-type: none"> <li>Presented to the general community at Tacoma Community Schools Forum</li> </ul>
Oct 2013	<ul style="list-style-type: none"> <li>Chad Soleo, VP of Advancement</li> <li>Nithya Rajan, Director of Strategic Planning</li> <li>Jacob Edwards, Green Dot California Principal</li> </ul>	<ul style="list-style-type: none"> <li>Met with Tacoma parents and parent leaders</li> </ul>
Oct 2013	<ul style="list-style-type: none"> <li>Chad Soleo, VP of Advancement</li> <li>Nithya Rajan, Director of Strategic Planning</li> <li>Jacob Edwards, Green Dot California Principal</li> </ul>	<ul style="list-style-type: none"> <li>Met with Tacoma city leaders</li> </ul>
Oct 2013	<ul style="list-style-type: none"> <li>Chad Soleo, VP of Advancement</li> <li>Nithya Rajan, Director of Strategic Planning</li> <li>Jacob Edwards, Green Dot California Principal</li> </ul>	<ul style="list-style-type: none"> <li>Met with Tacoma Public Schools</li> </ul>
Nov 2013	<ul style="list-style-type: none"> <li>Chad Soleo, VP of Advancement</li> <li>Nithya Rajan, Director of Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>Held educator effectiveness discussion with Teachers United in Los Angeles</li> </ul>
Nov 2013	<ul style="list-style-type: none"> <li>Nithya Rajan, Director of Strategic Planning</li> </ul>	<ul style="list-style-type: none"> <li>Met with community-based organizations (Peace Community Center and GTCF)</li> </ul>



### Community Partnerships in Washington State and Tacoma

Green Dot's outreach has included a general engagement with the state of Washington including state legislators and local officials, public policy and community advocates, mental health providers, facilities partners, foundations and Washington State Charter School Association ("WSCSA") representatives. Through our outreach efforts, Green Dot has met and/or spoken with:

#### State Legislators & Local Officials

- Josh Garcia - Deputy Superintendent, Tacoma Public Schools
- Marilyn Strickland - Mayor, Tacoma
- Victoria Woodards – City Council Member, Tacoma

#### Public Policy & Community Advocates

- Tasha Church - Director, Vibrant Schools Tacoma
- Deb Blakeslee - Education Advocate, Tacoma
- John Donaghy - State-based Uniserv Director, Washington Education Association
- Chris Eide - Co-Founder and Executive Director, Teachers United
- Erin Gustafson - Policy Director, Teachers United
- Bill Hanawalt - Executive Director, Peace Community Center
- Rosalund Jenkins - Director, Black Education Strategy Roundtable
- Thelma Jackson - Education Advocate, Tacoma/Olympia
- Chris Korsmo - Chief Executive Officer, League of Education Voters
- Rose Lincoln - Executive Director, Greater Tacoma Community Foundation
- Gena Poling - Board Secretary, Teachers United
- Elaine Ranson - Director of Education Programs, Peace Community Center
- Kellie Richardson - Tacoma Family Engagement Manager, Stand for Children Washington
- Liesl Santkuyl - Tacoma City Director, Stand for Children Washington
- Sara Irish - Community Organizer for Tacoma, Stand for Children Washington
- Parasa Chanramy - Policy Analyst, Stand for Children Washington
- Eddie Sumlin - Executive Director, The Parents Union
- Gina Wickstead - Emeritus Board Member, Teachers United

#### Mental Health Providers

- April Lee - Clinical Supervisor, Good Samaritan Child and Family Services
- Jordán Myers - Data Administrator of Outpatient Services, Comprehensive Life Resources

#### Facilities Partners

- Eli Kennedy - President/Chief Executive Officer, Pacific Charter School Development
- Matt Wickens - Development and Asset Manager, Ellis Partners LLC

#### Philanthropic Foundations

- Sheri Biller - Co-Founder, Biller Family Foundation
- Sharon Bloome - Co-Founder, Mark and Sharon Bloome Foundation
- Tonya Dressel - Representative, Ballmer Family Foundation



## **Attachment #9 - Evidence of Community Partnerships**

- Edie Harding - Senior Program Officer, Pacific Northwest Division of the Bill and Melinda Gates Foundation
- Caroline Maillard - Senior Officer of Grantmaking and Community Leadership, Seattle Foundation
- Telca Porras - Senior Program Officer, Pacific Northwest Division of the Bill and Melinda Gates Foundation
- Mollie Price - Grant Manager, Bezos Family Foundation
- Sam Whiting - Community Education Investor, Boeing
- Megan Wyatt - Managing Director of Programs and Strategy, Bezos Family Foundation

### **Washington State Charter Schools Association (“WSCSA”)**

- Kathy Binder - Member, WSCSA Board
- Jen Davis Wickens - Co-Director of the Leadership Center, WSCSA
- Bree Dusseault - Co-Director of the Leadership Center, WSCSA
- Jim Spady - Member, WSCSA Board
- Adie Simmons – Director of Community/Parent Engagement, WSCSA

**Evidence of Community Partnerships**

We firmly believe that the mission and success of Green Dot Washington State will be enhanced by the strong relationships established with families, community members, social service organizations and other stakeholders. Reaching out and building these connections is essential and Green Dot Charter Middle School will be designed with parents and communities at the forefront.

**Tacoma Community Schools Forum**

Refer to the below for the complete list of community members in attendance at the Tacoma Community Schools Forum.

<b><u>First</u></b>	<b><u>Last</u></b>	<b><u>First</u></b>	<b><u>Last</u></b>
A	Garner	John	Levi
Andre	Benjamin	Kathy	Orlando
Angela	Sheffey	Katie	Baird
Annette	Anderson	Kirsi	Vivolin
Annie	Mosich	Leander	Yazzie
Bill	Hanawalt	Leigh	Cobbs
Bob	Orlando	Lorraine	Van Duker
Brandon	Lee	Lynitra	Jackson
Calyn	Holdaway	Lynnete Fosch	Forsch
Cayleigh	Lincoln	Marcy	Stein
Christian	Guevara	Michaela	Query
Colton	Davis	Moana	Trammell
Cynthia	Hemm	Nick	Manning
Cynthia	Lewis	Olga	Zmelezhov
Dave	Langford	Parasa	Chanramy
Dawn	Berestein	Ray	Lee
Deana	Trammell	Renee	Froembling
Delois	Brown	Linda	McDonald
Diane	Kinder	Ron	MacDonald
Dick	Muri	Ron	Lucas
Elder Ron	Warren	Ronnie	Warren
Emily	Bretel	Roz	Jenkins
Ester	Wilfong	Sara	Irish
Evie	Livingston	Tasha Ina	Church
Garner	Andrews	Tenise	Rogers
James	Williams	Timmie	Foster
Jeff	Wagnitz	Thelma	Jackson
Jim	Sawatzki	Toni	Pace
Joe	Query	Victoria	West
John	Pope	Wendy	Graham
John	Welch	Yalonda	Gill-Masundire
John	Kettler	Yvonne	Blake-Martin

**Letters of Support**



The Sheri and Les  
BILLER FAMILY FOUNDATION

November 20, 2013

Washington Charter School Commission  
Governor's Policy Office  
PO Box 43113  
Olympia, WA 98504-3113

Dear Members of the Commission,

This letter expresses my strong support for Green Dot Public Schools (Green Dot) and its application to operate charter schools in Washington State that will be focused on turning around persistently low-performing schools.

The Biller Family Foundation is familiar with the Green Dot's transformative work in Los Angeles since 2000, and we have been impressed with Green Dot's success in transforming low-performing schools in communities of high need. This is a substantial school district with compelling teaching and leading practices and remarkable student outcomes. Given that Green Dot schools serve a 94% FRL population, with populations of English learners and Special Needs students equivalent to surrounding traditional districts such as LAUSD, we believe their approach has profound national implications, and we intend to support their work in Washington State should they win approval to operate schools here.

We are well acquainted with Green Dot's approach, in and out of the classroom. Green Dot understands that public education is about ALL children in all schools, and the organization has a demonstrated commitment to codifying and sharing its successful whole school turnaround practices with local school districts and other independent operators. Green Dot codified the strategies employed in the turnaround of Locke High School beginning in 2008, and we have witnessed the model's outstanding replication at Jordan High School and Clay Middle School, two additional chronically low-performing LAUSD schools where Green Dot LEAs are now demonstrating some of the highest student growth in California for 2013.

I have great confidence that Green Dot will be a strong asset to Washington State school districts and we look forward to being a continued supporter of their work.

Sincerely,

Sheri Biller  
President



November 18, 2013

Dear Washington State Charter Schools Commission:

On behalf of the Washington State Charter Schools Association (WA Charters), I am writing to give our full support to Green Dot Public Schools' application. WA Charters is honored to work with Green Dot in the development of a public charter middle school in Tacoma, Washington.

WA Charters is a statewide nonprofit organization that supports the start-up of high-quality public charter schools, with a focus on serving academically and economically disadvantaged communities. WA Charters focuses on three key areas of support: community and family engagement, leadership development, and support and services. Through fellowship programs, WA Charters recruits and supports leaders who want to create high-performing charter schools.

Green Dot Public Schools is a nonprofit organization founded upon the idea that every child in every community deserves to go to a great school. Green Dot currently runs 19 public charter schools, mostly in the Los Angeles area. With schools located in some of Los Angeles' highest need communities, the Green Dot academic model has resulted in students being nearly four times more likely to graduate and be ready for college than students at neighboring schools. Since being founded in 2000, more than 90 percent of Green Dot graduates have been accepted to college.

Providing a high-quality public education to all children is critical to a just society that affords every child the full range of opportunities for life. I urge you to give the families and students of Tacoma the option and opportunity to attend a Green Dot school.

Sincerely,

A handwritten signature in blue ink that reads "Marta Reyes-Newberry".

Marta Reyes-Newberry

Interim CEO

Washington State Charter Schools Association



This petition has collected  
44 signatures  
using the online tools at [iPetitions.com](http://iPetitions.com)

Printed on 2013-11-22



# Green Dot Public Schools Tacoma Charter MS Support

About this petition

Dear Washington State Charter School Commission:

I am glad that we in Washington are taking steps to ensure that all students have access to an education that will prepare them for success beyond high school. I believe that providing families high quality public school choices is required to achieve equity in educational opportunity.

I write to you in support of Green Dot Public Schools. As a supporter of educational equity for the Tacoma community, I am excited that Green Dot Public Schools brings our city a 13-year track record of success for over 10,000 students in California. Further, I am excited that Green Dot's approach is one of collaboration within the communities it serves.

Green Dot leaders have already started conversations with Tacoma stakeholders and I look forward to a continued dialogue about what our students need and what Green Dot's contribution to our city's innovative approach to schooling could look like.

I sign in support of Green Dot Public Schools in its application for a Tacoma charter middle school.

Thank you,

## Signatures

1. Name: Erin Gustafson on 2013-11-18 23:24:40  
Comments: Cannot wait to get Green Dot up here. Impressive organization.

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2. Name: Andrew Osterhaus on 2013-11-18 23:28:36  
Comments:

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3. Name: Ronnie Allen Warren on 2013-11-18 23:35:35  
Comments: Praise the Lord,

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4. Name: Alyce Prentice on 2013-11-18 23:52:44  
Comments:

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5. Name: Andrew Buhayar on 2013-11-19 00:03:40  
Comments:

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6. Name: Sarah Buhayar on 2013-11-19 02:38:58  
Comments:

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7. Name: Sheri Biller on 2013-11-19 05:55:22  
Comments:

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8. Name: Kimberly Mitchell on 2013-11-19 06:35:23  
Comments:

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9. Name: Amy Dedoyard on 2013-11-19 06:38:33  
Comments:

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10. Name: Sharon Gantz Bloome on 2013-11-19 07:43:27  
Comments:

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11. Name: Howard Behar on 2013-11-19 13:52:48  
Comments:

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12. Name: Lynn Behar on 2013-11-19 14:10:30  
Comments: Seattle, WA

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13. Name: Domenique Kraemer on 2013-11-19 16:30:40  
Comments:

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14. Name: Patricia Lou Payne on 2013-11-19 16:39:03

Comments:

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15. Name: Lee Keller on 2013-11-19 16:57:40  
Comments:

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16. Name: Kyle Bergquist on 2013-11-19 18:56:39  
Comments: Love it.

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17. Name: Nick Carson on 2013-11-19 19:37:34  
Comments:

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18. Name: Armand Tiberio on 2013-11-19 20:44:22  
Comments:

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19. Name: Rosa Paek on 2013-11-19 20:46:05  
Comments:

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20. Name: Kristi Schandel on 2013-11-19 20:55:43  
Comments:

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21. Name: Brandon Grisham on 2013-11-19 20:56:17  
Comments:

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22. Name: Jonathan Aisenberg on 2013-11-19 21:15:00  
Comments:

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23. Name: Danielle Tiberio on 2013-11-19 21:48:23  
Comments:

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24. Name: Steven Smith on 2013-11-19 22:22:18  
Comments:

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25. Name: Katy Sutta on 2013-11-19 22:45:02  
Comments:

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26. Name: Leslie Cunningham on 2013-11-19 23:09:08  
Comments:

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27. Name: Travis Plttman on 2013-11-19 23:10:49  
Comments:

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28. Name: Sandy Cunningham on 2013-11-19 23:11:18

Comments:

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29. Name: Stacy Willis on 2013-11-19 23:16:08  
Comments:

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30. Name: Keri Bell on 2013-11-19 23:31:56  
Comments:

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31. Name: Rachel Klein on 2013-11-19 23:48:49  
Comments: We need more rigorous school options in WA

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32. Name: Tina Wooten on 2013-11-20 00:54:16  
Comments: Green Dot's commitment to ensuring student success and professional educator development is inspiring (and attractive)!

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33. Name: Wilma Minix on 2013-11-20 02:48:44  
Comments:

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34. Name: Mandi Parrott on 2013-11-20 03:50:49  
Comments: Every kid deserves a chance

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35. Name: Roxann Frazier on 2013-11-20 15:24:25  
Comments: YES

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36. Name: Carmela Dellino on 2013-11-20 15:33:11  
Comments:

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37. Name: Amy Liu on 2013-11-20 17:18:26  
Comments:

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38. Name: Elizabethe on 2013-11-20 19:59:37  
Comments:

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39. Name: les biller on 2013-11-20 20:30:49  
Comments: I know Green Dot from my many years in Los Angeles. They are an excellent operator and will do a terrific job for Tacoma.

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40. Name: Rachel Johnson on 2013-11-21 04:13:26  
Comments: Inspirational work!

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41. Name: Christopher Eide on 2013-11-22 02:19:45  
Comments:

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42. Name: haesup holt on 2013-11-22 03:59:40  
Comments:

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43. Name: Troy igel on 2013-11-22 04:15:25  
Comments: Raising the bar in education, definite yes

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44. Name: Huoy Lim on 2013-11-22 06:17:10  
Comments:

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45. Name: Tom Holt on 2013-11-22 16:36:11  
Comments:

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46. Name: Juliana Biersbach on 2013-11-22 17:29:46  
Comments:

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**Attachment #10 – Green Dot Washington State School Leader Job Description**



## Attachment #10 – Green Dot Washington State School Leader

Green Dot conducts extensive diligence to select the most qualified and dedicated school leaders. Refer to the next page for the job description and qualifications for the Principal role.

### Timeline and Criteria

Green Dot plans to identify its Founding Principal at least **nine months** prior to the school opening. We will look within our existing cadre of administrators in California to identify our first Washington State Principal. Since this Principal will be familiar with the Green Dot mission, values, he/she will serve as a key ambassador of the Green Dot model in Washington State. School leaders new to Green Dot may spend a year in training through Green Dot's internal **Administrator-in-Residence ("AIR") program**. Green Dot's goal is to identify potential AIRs in Washington State and train them as Residents through the AIR program in California before they assume school leadership roles at Green Dot Charter Middle School.

### Recruiting and Selection Process

The Principal interview process includes five steps:

- 1) **Assessment with Human Capital:** The first step includes the initial resume/application screen and a phone interview with the Human Capital team. The interview includes an assessment of attitudes, knowledge of effective teaching and the candidate's alignment to Green Dot's mission and vision.
- 2) **Panel Presentation, In-Box & Writing Prompt:** – Successful candidates are moved on to the next round of interviews with the Washington State Executive Director and/or VP of National Expansion. These interviews will be conducted in-person or over the phone.
  - **Panel Presentation:** During this interview, candidates are asked to conduct a 20-minute professional development session based on a pre-specified topic and data. The candidate is evaluated on organization and preparation of the session, presentation of materials, knowledge of the subject matter and knowledge of adult learning theory.
  - **In-Box Scenarios:** The candidate is presented with three different case studies and asked to prepare for a discussion around each scenario. Case-based interviews are used to assess leadership capacity in instructional leadership, problem solving and resource management.
  - **Writing Prompt:** The candidate is asked to complete a writing assignment assessing his/her ability to analyze and communicate an issue effectively in writing. In addition, the writing sample helps to determine a candidate's achievement in people management and problem solving.
- 3) **Campus Observation & Debrief:** Candidates are asked to shadow a Green Dot administrator for two hours. After this shadow experience, candidates reflect on what they saw and write up their insights around instructional leadership, people management, resource management, problem solving and community leadership. Candidates are also asked to describe three areas of strengths and opportunities for improvement and asked to offer specific evidence and ideas on next steps.
- 4) **Reference and Background Checks:** Reference and background checks are conducted for finalists.
- 5) **Community Interview:** – Finalists are asked to complete an in-person interview with a Community Panel comprised of the Washington State Executive Director and/or the VP of National Expansion, Assistant Principal(s), Teachers, Classified Staff Members, Parents and Students. The Washington State Executive Director and VP of National Expansion are responsible for the final hiring decision.

Green Dot will also seek partnership with local and national human capital organizations to identify potential candidates for future Washington State schools. Finally, we will use our extensive relationships with universities across the nation to search for candidates.

## Attachment #10 – Green Dot Washington State School Leader

### Principal Job Description

Reports to: Washington State Executive Director

Classification: Full-time, Exempt, Administration

Start Date: October 2014

Location: Washington State

### OPPORTUNITY:

We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in middle schools. Our Principals are truly empowered and, in conjunction with teachers, have autonomy over all hiring, budgeting and curriculum decisions. Principals will be held accountable for delivering student results in line with agreed upon goals.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

- > 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
- > Responsible for planning 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
- > Mold student discipline policies to meet unique student population needs
- > 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., student recruitment)

### QUALIFICATIONS:

- > Valid Administrator credentials
- > Relevant Masters or equivalent degree
- > Substantial teaching experience at the middle or high school level, with a history of improving student achievement
- > Prior administrative experience a large plus
- > Demonstrated leadership capabilities
- > Proven management and team building skills
- > Experience managing budgets, creating and implementing policies
- > Excellent interpersonal communication and writing skills
- > Experience working in an entrepreneurial environment
- > A passion for improving middle schools and driving education reform



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## Green Dot Management Team Biographies

### **Marco Petruzzi, Chief Executive Officer**

Marco Petruzzi is the Chief Executive Officer of Green Dot Public Schools. He originally joined Green Dot as President and Chief Operating Officer in January 2007 and was promoted to CEO in October 2008. Prior to joining Green Dot, Marco founded r3 school solutions, an organization that provides management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Partner at Bain & Company, a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Company and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in English, Spanish, Portuguese and Italian. Marco, an active community member, is married and has two children, both attending public schools. He is also the Venice chapter president of Los Angeles Parents Union and served on Green Dot's Board of Directors from 2002 until 2006.

### **Dr. Cristina de Jesus, President and Chief Academic Officer**

Dr. Cristina de Jesus is the President and Chief Academic Officer of Green Dot Public Schools. She currently oversees all academic programs, curriculum development, human capital and training programs for administrators and teachers. She previously served for two years as Vice President of Curriculum and Instruction and for four years as the founding principal at Ànimo Inglewood Charter High School, Green Dot's second school. Prior to joining Green Dot, Cristina was an English and History teacher for seven years in the Santa Monica/Malibu School District. While in Santa Monica, she earned National Board Certification in Early Adolescent/English Language Arts. She has earned a Masters of Education, a Masters of Education Administration, and recently earned her doctorate in Educational Leadership from UCLA.

### **Sabrina Ayala, Chief Financial Officer**

Sabrina Ayala is the Chief Financial Officer of Green Dot Public Schools and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings ten years of Wall Street experience to Green Dot. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

## Green Dot Management Team Resumes

## Marco Petruzzi

**EXPERIENCE**

- 2005-Present **GREEN DOT PUBLIC SCHOOLS**, a charter school management org. **Los Angeles, CA**  
*CEO & President*
- June 1999-2005 **BAIN & COMPANY, INC**, a management consulting firm **Los Angeles, CA**  
*Partner*
- Directed several teams in developing strategic and operational recommendations for a multi-billion dollar semiconductor client
  - Advised clients in the start-up and acceleration of several internet ventures
- 1997-July 1999 **BAIN & COMPANY, INC**, a management consulting firm **Sao Paulo, Brazil**  
*Partner*
- Manage the development of new business opportunities for Bain Brazil
  - Directed several teams in the development of strategic recommendations for clients in the Consumer Goods and Media and Communications industries
- 1994-1997 **VALUE PARTNERS BRAZIL**, a management consulting firm **Sao Paulo, Brazil**  
*Principal*
- Developed strategic recommendations for the turnaround of a major player in the Brazilian packaging industry
  - Developed and implemented a change program for largest magazine publisher in Brazil
- Senior Engagement Manager*
- Restructured the commercial and distribution network of a large truck and car tire manufacturer
- 1993-1994 **VALUE PARTNERS ITALIA**, a management consulting firm **Milan, Italy**  
*Engagement Manager*
- Participated in several strategy projects in the auto components and energy distribution sectors
- 1990-1993 **McKINSEY & CO.**, a management consulting firm **Milan, Italy**  
*Engagement Manager*
- Developed the commercial strategy for an Italian auto component manufacturer
- Consultant*
- Participated in developing strategic recommendations for clients in the steel and oil and gas industries
- 1985-1988 **ENICHEM AMERICAS, INC.**, a petrochemical distribution company **New York, NY**  
*Area Manager*
- Developed company's presence as a distributor of petrochemical intermediaries in Venezuela, Colombia and Ecuador
- Business Representative*
- Traded bulk petrochemicals in the US territory
- EDUCATION**
- 1988-1990 **COLUMBIA BUSINESS SCHOOL** **New York, NY**  
**MBA** – Finance and Management of Organizational, May 1990  
Beta Gamma Sigma Honors and Dean's List
- 1981-1985 **COLUMBIA UNIVERSITY** **New York, NY**  
**B.S.** in Industrial Engineering, May 1985

**ADDITIONAL INFORMATION**

Fluent in Italian, English, Portuguese and Spanish

## CRISTINA GILILLAND de JESUS

### EDUCATION

***UNIVERSITY OF CALIFORNIA, LOS ANGELES***

Doctorate of Education, June 2009

***CALIFORNIA STATE UNIVERSITY, NORTHRIDGE***

Masters of Arts, Education Administration and Administrative Credential, August 2003

***UNIVERSITY OF CALIFORNIA, LOS ANGELES***

Masters of Education and Teacher Credential (English), August 1995

***UNIVERSITY OF CALIFORNIA, LOS ANGELES***

Bachelor of Arts, English, June 1993

### EXPERIENCE

***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (5/08 – present)***

President and Chief Academic Officer: Oversee all academic programs, curriculum development, training programs for administrators and teachers, human resources, operations, and security. Oversee the daily operations of 18 public high schools. Coach, mentor and evaluate VP of Education, VP of Human Resources, VP of Operations, Director of Counseling and Services, Director of English Language Development, Director of Special Education and Psychological Services, Director of Security, Director of After School Programs, and Director of Community Programs.

***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (10/08 – 5/09)***

Chief Operating Officer: Oversaw the daily operations of 18 schools, human resources department, and operations department. Coached, mentored and evaluated 3 principals in residence, 3 cluster directors (area superintendents), VP of Human Resources and VP of Operations.

***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (11/06 – 10/08)***

Vice President of Curriculum: Oversaw the daily operations of 18 public high schools in Los Angeles. Coached, mentored, and evaluated 3 cluster directors (area superintendents) and 3 principals in residence. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (7/06 – 11/06)***

Director of Curriculum, Instruction, and Professional Development: Oversaw the daily operations of 10 public high schools. Coached, mentored, and evaluated 10 principals and 10 assistant principals. Developed protocols for teacher and administrator professional development. Supervised course and curriculum development. Developed recommended practices for administrators in the areas of curriculum, instruction and the supervision of instruction, and professional development.

***ÁNIMO INGLEWOOD CHARTER HIGH SCHOOL, Inglewood, CA (6/02 – 7/06)***

Principal: Served as leader of start-up charter high school. Hired and supervised staff of 25 teachers and 7 classified staff members. Supervised 525 students in grades 9 – 12. Developed weekly staff development opportunities. Communicated with parents and the community and developed relationships with community organizations. Established policies and procedures for brand-new high school. Supervised the development of standards-based curriculum.



***GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA (6/03 – 7/06)***

Mentor Principal: Coached new principals in the areas of the supervision of instruction, culture building, staff development, student discipline, and the evaluation of employees. Provided monthly feedback to principals on staff development meetings and the supervision of instruction. Consulted with Chief Academic Officer on needs of principals. Designed principal professional development workshops. Assisted in the development of district-wide policies and procedures.

***LINCOLN MIDDLE SCHOOL, Santa Monica, CA (9/95 – 6/02)***

English, History, and Spanish Teacher: Planned and presented lessons for sixth grade English and History classes and seventh grade Spanish classes. Researched and analyzed course materials. Assessed student progress. Modified tests, learning materials, and teaching strategies for students with special needs. Collaborated with teachers, parents, counselors, and administrators to meet student needs.

**CONTRIBUTIONS TO THE EDUCATIONAL COMMUNITY**

***CONSULTATIONS IN OTHER DISTRICTS, Benson AZ & San Carlos, CA (2/99, 7/00)***

Consultant/Trainer: Trained teachers in the Benson Unified School District and at the Tierra Linda Charter School in the development of authentic humanities lessons and assessments. Provided teachers with lesson plans, assessments, projects, activities, and student samples. Planned and presented sample lessons for teachers to observe. Consulted with teachers and administrators to enable them to build an innovative humanities curriculum.

***COALITION OF ESSENTIAL SKILLS (1999 – 2001)***

Presenter: Presented workshops to help educators develop authentic humanities lessons and assessments. Provided attendees with lesson plans, assessments, projects, activities, and student samples.

***TESA, Santa Monica, CA (11/98 – 4/99)***

Trainer: Trained teachers and administrators within the district using TESA (Teacher Expectations and Student Achievement). Developed workshops to help educators become more aware of their own teaching practices and expectations. Helped teachers analyze how their expectations affect their teaching practices and student achievement. Organized follow-up sessions in which educators evaluated their experiences with TESA techniques.

**ADDITIONAL LEADERSHIP ROLES**

Team/Core Leader (9/99 – 6/00)

English/History Department Chair (5/00 – 6/02)

Mentor Teacher (9/97 – 6/98, 9/00 – 6/02)

Master Teacher (9/00 – 11/00)

**HONORS/AWARDS**

National Board of Professional Teaching Standards Certification – Early Adolescent English/ Language Arts (November 2001)

Santa Monica Jaycees Outstanding Young Educator Award (7/01)

California PTSA Honorary Service Award (2/00)

Lincoln Middle School Teacher of the Year (1996 – 1997)

**SABRINA M. AYALA**

**SUMMARY**

Investment Management Professional with 9 years experience in investment banking, consulting, trading, and community development.

Performed Quantitative Analysis - Customized value metrics, modeled cash flows, and performed regression analysis to support strategic change which contributed to \$1.6 billion increase in market capitalization at ADC Telecommunications.

Built Financial Models - Created models addressing problems specific to highly cyclical industries most notably Millennium Chemicals and Dow Chemicals touted by research analyst as the “most close to perfect model.”

Managed Client Relations - Cultivated relationships with clients’ Senior Management, Board of Directors, and VP- level work teams, solidifying sale of \$1 million, multiphase projects.

Industries Covered – Charter Schools, Chemicals, Consumer Products, Natural Resources, Oils, Pulp & Paper, Telecommunications

**PROFESSIONAL EXPERIENCE**

**GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA**

2006 - Present

***Chief Financial Officer***

Responsible for \$86 million in revenue for Los Angeles’ fastest growing high school charter management organization

- Determining and managing finance and accounting process improvements essential to achieving scalable growth in organization with CAGR of 55%.
- Responsible for obtaining facility financing totaling over \$50 Million.
- Bringing to market one of the first New Market Tax credit deals by a CMO. Total deals done to date equal over \$34 Million.
- Oversee Purchasing, Accounting, Cash Flow & Budget Management and Payroll.

**LOW INCOME INVESTMENT FUND, Los Angeles, CA**

2005 - 2006

***Senior Program Officer, Education***

Structured and managed flexible financing products for charter schools in low-income communities throughout California in the \$1 - \$6 million range.

- Developed, presented, and implemented business plan for the Education sector, demonstrating \$2 billion in market potential, aligned company resources to accomplish goals and developed pipeline of deals.
- Managed \$15 million cash flow program representing 60% growth over prior year.
- Within 3 months of employment in new industry presented at various national and statewide conferences.

**MERRILL LYNCH & CO.,** New York, NY

2002 - 2004

***Sales and Trading Associate***

Demonstrated excellent judgment and impeccable communication skills when recommending immediate trade actions on the NYSE based on current market conditions. Utmost integrity used when executing trades for the arbitrage desk, consumer products, oils, and REITs stocks typically in excess of \$30 million.

- Created tool improving information flow between Equity Sales, Research Sales, and Trading for zero cost.
- Constantly exceeded performance metrics. Only hire to Equity Trading from Summer Associate Class of 100.
- Stocks traded: Bank of America, Anthem, General Mills, Best Buy, Anadarko, Baker Hughes, Valero, Vornado

**STERN STEWART & CO.,** New York, NY

1995 - 2000

***Associate (1998-2000), Senior Analyst (1997-1998), Analyst (1995-1997)***

Helped start-ups to Fortune 500 companies tackle challenging business problems and drive strategic goals by re-working GAAP to uncover true economic worth using patented process, Economic Value Added®.

- Analyzed business units, identified most valuable divisions and opportunities, devised and negotiated incentive plans to maximize shareholder value.
- Proactively developed training program for new employees, created and sold educational materials for \$500,000, uncovered and negotiated deals with partner firms during 300% growth at Stern Stewart & Co.
- Major clients include: Burger King, Pillsbury, Olin, ADC Telecommunications, MT&T Telecommunications

**KIDDER, PEABODY & CO., INC.,** New York, NY

1994-1995

***Analyst***

- Analyzed, supported, and structured all stages of a lead managed IPO and high yield debt offering.
- Performed valuation analysis, conducted due diligence, wrote and presented investment committee memoranda.

**EDUCATION****KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY,** Evanston, IL

2002

*MBA, Majors in Finance and Economics, June 2002*

- Eli Lilly Scholar
- Member, Sales and Trading, Finance, and Business with a Heart Clubs

**NORTHERN ILLINOIS UNIVERSITY,** DeKalb, IL

1994

*BS with Honors, Cum Laude, Majored in Finance, Minored in Accounting, Graduate Studies Sports Management*

- President, Finance Student Advisory Board; Scholarship, Corresponding Secretary, Delta Gamma Sorority
- Outstanding NIU Woman Graduate, NIU Tuition Waiver, Dean's List, Delta Gamma National Scholarship

**LANGUAGES AND INTERESTS**

- Fluent in Spanish, knowledgeable in French
- Triathlons, Marathons, Ultra-Marathon, Traveling

## Green Dot Washington State Regional Office Leadership

### Washington State Executive Director Job Description

Reports to: Vice President of National Expansion

Classification: Full-time, Exempt, Administration

Start Date: October 2014

Location: Washington State

### OPPORTUNITY:

The Green Dot Washington State Executive Director will oversee the academic performance, instruction and operations across Green Dot Washington State schools and the Washington State Regional Office. You will supervise, coach and evaluate Green Dot Washington State Principals and Regional Office Managers, oversee the operations and finances of the region and build school community relationships across the schools. In addition, you will be the primary contact for the local district and foundations and serve as the liaison between Green Dot Washington State and the Green Dot Board of Directors. Being able to work both as part of a team and individually is essential.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

- > Ensure achievement of Green Dot's Core Values
- > Develop and implement Green Dot Washington State's annual strategic and operating plan
- > Review progress and performance of Green Dot Washington State schools
- > Interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot Washington State schools
- > Ensure compliance with local policies, regulations and state requirements
- > Manage, develop, evaluate and coach Principals and Regional Office staff members, including: Finance, Operations, Human Capital/HR, Instructional Coaches, SPED Administrator
- > Develop community partnerships
- > Manage finances and ensure operational sustainability
- > Investigate and write responses to school concerns and complaints
- > Provide leadership to special projects assigned by Green Dot Home Office
- > Serve as a liaison between the Green Dot Board, Green Dot Home Office and Washington State Principals
- > Serve as the main contact for the Washington State Charter School Commission and local district

### QUALIFICATIONS:

- > Valid Administrator credentials
- > Principal experience required, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- > Principal experience at the secondary level is highly preferred
- > Extensive experience in staff development across multiple functional areas
- > Unwavering commitment to quality programs and data-driven program evaluation
- > Experience in setting and achieving strategic objectives and managing budgets
- > Proven record of improving student achievement by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school
- > Demonstrated success in developing and implementing hiring, evaluation, and professional development

strategies and activities that ensure high performing staff and teams

- > Possesses the political and social skills which contribute to the successful growth of the organization and ensure the maintenance of high quality teaching and learning
- > Possesses an entrepreneurial spirit and an understanding of mission critical business practices which will contribute to Green Dot's success
- > Able to balance the need for direction at the system level with the need for a strong sense of ownership and responsibility at the school level
- > Is a visionary and an innovator who sets high expectations, leads by example and inspires high quality performance
- > Is visible, approachable and communicates effectively with clients and stakeholders
- > Has experience working directly with a Board of Directors (or comparable supervisory entity)
- > Has core values that are consistent with those of Green Dot Public Schools
- > Keeps the interests and needs of student learning as the central focus for the work of the organization
- > Has a passion for achieving the educational mission of the organization
- > Is able to build the capacity of Principals to provide high quality teaching and learning aligned with the Common Core and/or State Standards
- > Is a self-starter with a strong sense of personal accountability and responsibility that can work well in a fast paced, entrepreneurial environment
- > Willing to continually learn and collaborate with all stakeholders

Megan Quaille Resume (Interim Washington State Executive Director)

**MEGAN ANN QUAILE**

EDUCATION

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<b>Ed.D., Educational Leadership, 2013</b>	
University of Southern California	Los Angeles, CA
<b>M.Ed., Teaching and Learning, 2000</b>	
DePaul University	Chicago, IL
<b>B.A., English, 1993</b>	
University of Notre Dame	Notre Dame, IN

EXPERIENCE

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<b>GREEN DOT PUBLIC SCHOOLS</b>		2007-PRESENT
<b>Vice President of National Expansion</b>		2013-present
<ul style="list-style-type: none"> <li>· Responsible for leading Green Dot’s efforts to expand to new regions</li> <li>· Work with strategic planning team to research, investigate and apply to new regions</li> <li>· Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model</li> <li>· Supervise national team members (finance, operations, and education team members) and regional executive directors</li> </ul>		
<b>Vice President of Education</b>		2009-2013
<ul style="list-style-type: none"> <li>· Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.</li> <li>· Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.</li> <li>· Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.</li> <li>· Plan and provide monthly professional development to principals and assistant principals.</li> <li>· Collaborate with the Education Team on Green Dot-wide staff development.</li> <li>· Led contract negotiations with teacher and classified unions.</li> </ul>		
<b>Cluster Director (Area Superintendent)</b>		2007-2009
<ul style="list-style-type: none"> <li>· Supervise and evaluate principals on six Green Dot campuses.</li> <li>· Plan and provide monthly professional development to principals and assistant principals.</li> <li>· Collaborate with the Education Team on Green Dot-wide staff development.</li> <li>· Provide bi-monthly coaching to principals and assistant principals.</li> <li>· Serve as a liaison between home office and school principals.</li> <li>· Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.</li> <li>· Recommend budget expenditures and manage fiscal resources.</li> </ul>		
<b>CIVITAS SCHOOLS</b>		2003-2007
<b>Chief Executive Officer</b>		2004-2007
<ul style="list-style-type: none"> <li>· Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget.</li> <li>· Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.</li> <li>· Recruited and developed a 6 member Board of Directors.</li> <li>· Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation</li> </ul>		



- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state standards by 31% in two years.
- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5<sup>th</sup> Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8<sup>th</sup> grade) campuses

**Director (Principal), Northtown Academy Campus** 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3<sup>rd</sup> and 5<sup>th</sup> in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL 1996-2003

**Principal** 2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

**Assistant Principal** 1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar
- Oversaw the student admissions process, including recruitment, admissions and registration; and scheduling

**Teacher, English Department** 1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

**Varsity Soccer Coach** 1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL 1999-2003

**President** 2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above



**Vice-President**

1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL

1995

**Assistant to the Director of Marketing**

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL

1993-1994

**Disaster Assistance Employee**

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

- 
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Trinity High School North Central Association (NCA) External Committee Member</li> <li>▪ Archdiocesan Leadership Council Member</li> <li>▪ DePaul University Professional Education Council Member (NCATE)</li> <li>▪ Josephinum High School NCA External Committee member</li> </ul> | <p>2001-2003</p> <p>2002-2003</p> <p>2003-2006</p> <p>2007</p> |
|--|--|

## Green Dot Washington State School Site Leadership

### **Assistant Principal Job Description**

Reports to: Principal

Classification: Full-time, Exempt, Administration

Start Date: June 2015

Location: Washington State

### **OPPORTUNITY:**

We are seeking talented educational leaders, with a desire to foster high levels of academic achievement in middle schools. Assistant Principals will aid in leading a comprehensive middle school and are truly empowered administrators. In conjunction with the Principals and teachers, Assistant Principals will have autonomy over all hiring, budgeting and curriculum decisions at the school site.

### **ESSENTIAL DUTIES & RESPONSIBILITIES:**

- > Evaluate and supervise school curriculum and instruction program with the math, science, world language and physical education departments
- > Responsible for student discipline and attendance
- > Supervise and evaluate the performance of classified and certificated personnel
- > Coordinate and supervise the school's athletic program
- > Knowledge of athletic rules (i.e. NCAA regulations, CIF, etc.).
- > Coordinate transportation and supervise classified personnel within this department
- > Oversee scheduling of field trips
- > Organize and inventory technology equipment
- > Assist in developing and maintaining the school budget
- > Assist with the development of a master class schedule
- > 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., student recruitment)

### **QUALIFICATIONS:**

- > Valid Administrator credentials (or in the process of obtaining one)
- > Relevant Masters or equivalent degree preferred
- > Minimum of 3 years teaching experience (preferably at the middle school level), with a history of improving student achievement.
- > Demonstrated leadership capabilities
- > Proven management and team building skills
- > Excellent interpersonal communication and writing skills
- > A passion for improving middle schools and driving education reform

## **Attachment #12 – Green Dot Washington State Governance Documents**

Attachment #12 includes Green Dot Washington State's Articles of Incorporation, Application for tax-exempt status, Completed and Signed Statement of Assurances, Notes to Assurances, Objections and Exceptions to the Charter Contract and Board Bylaws.

UNITED STATES OF AMERICA

The State of Washington



Secretary of State

I, **KIM WYMAN**, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

**CERTIFICATE OF INCORPORATION**

to

**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/14/2013

UBI Number: 603-349-022



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

*Kim Wyman*

Kim Wyman, Secretary of State

Date Issued: 11/14/2013



603 349 022

**ARTICLES OF INCORPORATION  
OF  
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

**FILED**  
NOV 14 2013  
WA SECRETARY OF STATE

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

**ARTICLE 1. NAME**

The name of the corporation is Green Dot Public Schools Washington State.

**ARTICLE 2. DURATION**

The duration of the corporation shall be perpetual.

**ARTICLE 3. PURPOSES AND POWERS**

**3.1 Purposes**

**3.1.1** The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

**3.1.2** To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

**3.2 Powers**

**3.2.1** In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or



incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

### **3.3 Limitations**

#### **3.3.1 Nonprofit Status**

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

#### **3.3.2 Distributions; Dissolution**

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### **3.3.3 Prohibited Activity**

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on

behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

### **3.4 Powers**

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

## **ARTICLE 4. DIRECTORS**

### **4.1 Number**

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

## 4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two (2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell  
Address:  
6114 Ravenna Ave. NE  
Seattle, WA 98115

Andrew M. Buhayar  
Address: 1504 19<sup>th</sup> Ave.  
Unit A  
Seattle, WA 98122

## ARTICLE 5. NO MEMBERS

The corporation shall have no members.

## ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

## ARTICLE 7. INDEMNIFICATION

### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,

partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

## **7.2 Restrictions on Indemnification**

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

## **7.3 Expenses Payable in Advance**

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

#### **7.4 Written Statement Required and Right of Indemnified Person to Bring Suit**

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

#### **7.5 Procedures Exclusive**

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

#### **7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### **7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### **7.8 Indemnification of Employees and Agents of the Corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

#### **7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

### **ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 2560 5<sup>th</sup> Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

### **ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.



**ARTICLE 10. INCORPORATOR**

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt  
Langfeldt Law, PLLC  
2560 5<sup>th</sup> Ave. W  
Seattle, WA 98119

DATED: November 14, 2013

  
\_\_\_\_\_  
Monica Langfeldt, Incorporator

**CONSENT TO APPOINTMENT AS REGISTERED AGENT**

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Rebecca Langfeldt, Member  
(Signature)

Langfeldt Law, PLLC  
(Type or print name of agent)

2560 5<sup>th</sup> Ave W.  
(Street address of registered office)

Seattle, WA 98119  
(City, state and zip code)



Office of the Secretary of State  
Corporations & Charities Division

James M. Dolliver Building  
801 Capitol Way South • PO Box 40234  
Olympia, WA 98504-0234  
Tel: 360.725.0377  
[www.sos.wa.gov/corps](http://www.sos.wa.gov/corps)

Congratulations:

You have completed the initial filing to create a new business entity. **The next step in opening your new business is to complete a Business License Application.** You may have completed this step already. The Business License Application can be completed online or downloaded at: <http://www.bls.dor.wa.gov>.

If you have any questions about the Business License Application, or would like a Business License Application package mailed to you, please call Business License Services at 1-800-451-7985.

LANGFELDT LAW PLLC  
2560 5TH AVE W  
SEATTLE, WA 98119

## IMPORTANT

You have completed the initial filing to create a new entity. To keep your filing status active and avoid administrative dissolution, you must:

1. **File an Annual Report** and pay the annual license fee each year before the anniversary of the filing date for the entity. A notice to file your annual report will be sent to your registered agent. It is the corporation or LLC's responsibility to file the report even if no notice is received.
2. **Maintain a Registered Agent** and registered office in this state. You must notify the Corporations Division if there are any changes in your registered agent, agent's address, or registered office address. Failure to notify the Corporations Division of changes will result in misrouted mail, and possibly administrative dissolution.

If you have questions about report and registered agent requirements, please contact the Corporations Division at 360-725-0377 or visit our website at: <http://www.sos.wa.gov/corps>.

From: (213) 629-7799  
Brian L. Holman  
Musick Peeler  
824 South Grand Avenue  
Suite 2000  
Los Angeles, CA 90017

Origin ID: EMTA



J13201306260326

Ship Date: 20NOV13  
ActWgt: 1.0 LB  
CAD: 101017813/NET3430

Delivery Address Bar Code



SHIP TO: (213) 629-7799 **BILL SENDER**  
**ATTN: EXTRACTING STOP 312**  
**INTERNAL REVENUE SERVICE**  
**201 WEST RIVERCENTER BLVD.**

**COVINGTON, KY 41011**

Ref # 33327.012  
Invoice #  
PO #  
Dept #

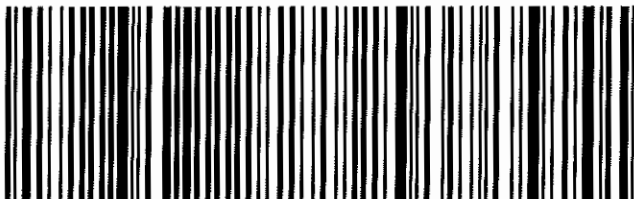
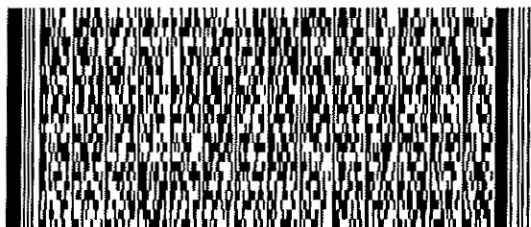
**THU - 21 NOV 10:30A**  
**PRIORITY OVERNIGHT**

TRK# 7972 1063 8204

0201

**41011**  
KY-US  
**CVG**

**XH FFTA**



51AG1D5E6/IA9E

**After printing this label:**

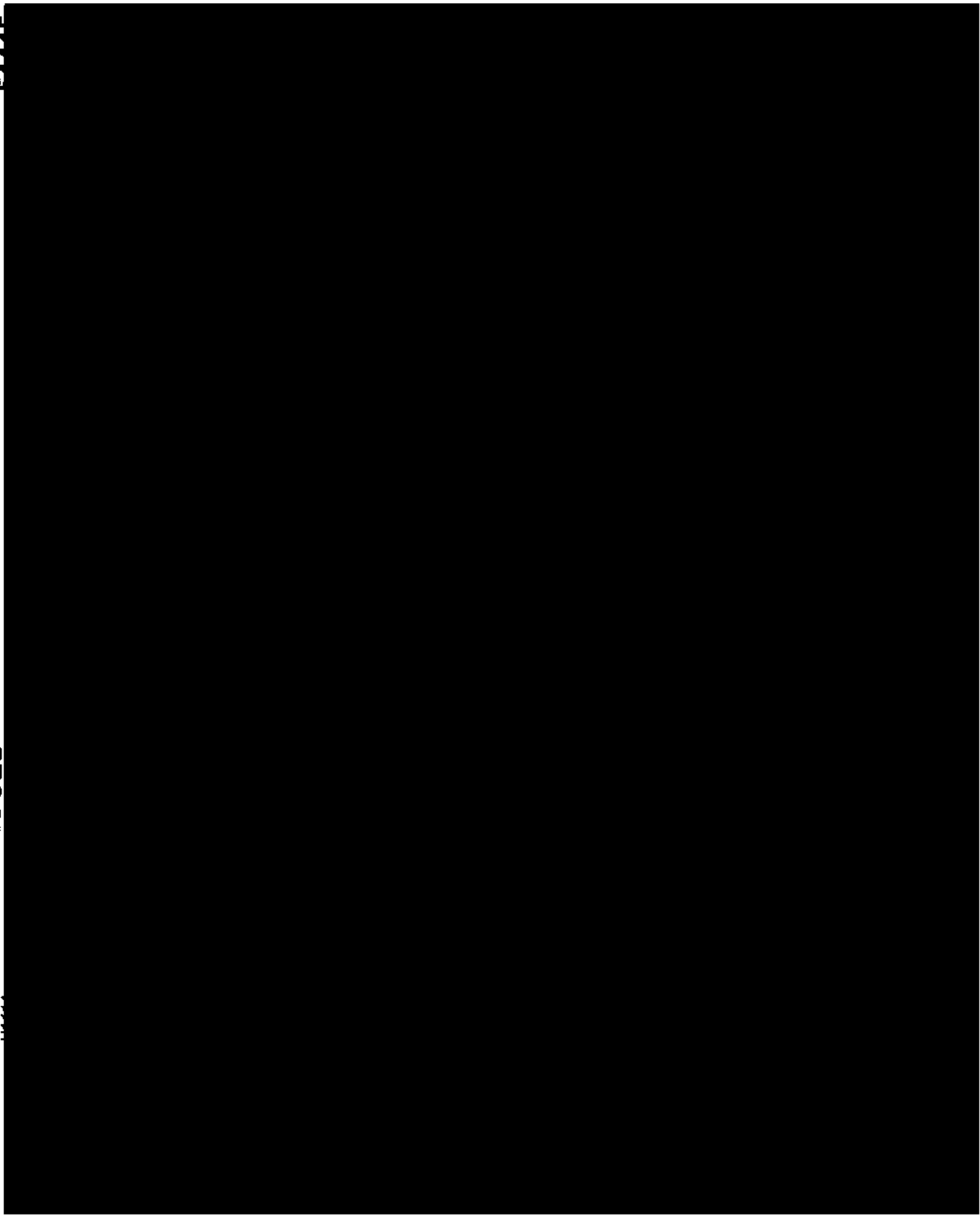
1. Use the 'Print' button on this page to print your label to your laser or inkjet printer.
2. Fold the printed page along the horizontal line.
3. Place label in shipping pouch and affix it to your shipment so that the barcode portion of the label can be read and scanned.

**Warning:** Use only the printed original label for shipping. Using a photocopy of this label for shipping purposes is fraudulent and could result in additional billing charges, along with the cancellation of your FedEx account number.

Use of this system constitutes your agreement to the service conditions in the current FedEx Service Guide, available on [fedex.com](http://fedex.com). FedEx will not be responsible for any claim in excess of \$100 per package, whether the result of loss, damage, delay, non-delivery, misdelivery, or misinformation, unless you declare a higher value, pay an additional charge, document your actual loss and file a timely claim. Limitations found in the current FedEx Service Guide apply. Your right to recover from FedEx for any loss, including intrinsic value of the package, loss of sales, income interest, profit, attorney's fees, costs, and other forms of damage whether direct, incidental, consequential, or special is limited to the greater of \$100 or the authorized declared value. Recovery cannot exceed actual documented loss. Maximum for items of extraordinary value is \$1,000, e.g. jewelry, precious metals, negotiable instruments and other items listed in our Service Guide. Written claims must be filed within strict time limits, see current FedEx Service Guide.

GREEN DOT PUBLIC SCHOOLS

NAME



MUSICK, PEELER & GARRETT LLP  
ATTORNEYS AT LAW

ONE WILSHIRE BOULEVARD, SUITE 2000  
LOS ANGELES, CALIFORNIA 90017-3383

TELEPHONE: (213) 629-7600  
FACSIMILE: (213) 624-1376  
WWW.MUSICKPEELER.COM

LOS ANGELES  
ORANGE COUNTY  
SAN DIEGO  
SAN FRANCISCO  
SANTA BARBARA  
WESTLAKE VILLAGE

BRIAN L. HOLMAN  
b.holman@mpglaw.com  
(213) 629-7711

FILE NO.: 33327.012

November 20, 2013

**VIA FEDEX**

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, Kentucky 41011

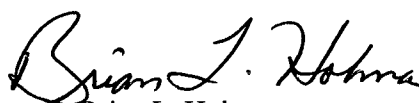
Re: Green Dot Public Schools Washington State; EIN: 46-4128856

Dear Sir/Madam:

Enclosed is an executed Form 1023 and attachments submitted by Green Dot Public Schools Washington State, a Washington nonprofit corporation, requesting a determination letter that it is exempt from federal income tax because it is an organization described in section 501(c)(3) of the Internal Revenue Code ("Code") and is not a private foundation described in section 509(a) of the Code. Also enclosed are a checklist, a Power of Attorney (Form 2848), and a check for \$850.00 in payment of the user fee.

If you have any questions, please contact the undersigned.

Very truly yours,



Brian L. Holman  
for MUSICK, PEELER & GARRETT LLP

BLH: pjs  
Enclosures  
cc: Nithya Rajan (w/encl)

873877.1



# Form 1023 Checklist

(Revised June 2006)

## Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

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**Note.** Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

**Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.**

- Assemble the application and materials in this order:
- Form 1023 Checklist
  - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
  - Form 8821, *Tax Information Authorization* (if filing)
  - Expedite request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- |            |  |            |  |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
  - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Page 1, Art 3, § 3.1.1**
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Page 2, Art 3 § 3.3.2**
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
  - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service  
P.O. Box 192  
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, KY 41011

## Power of Attorney and Declaration of Representative

OMB No. 1545-0150

**For IRS Use Only**

Received by: \_\_\_\_\_

Name \_\_\_\_\_

Telephone \_\_\_\_\_

Function \_\_\_\_\_

Date / / \_\_\_\_\_

▶ Type or print. ▶ See the separate instructions.

**Part I Power of Attorney**

**Caution:** A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

**1 Taxpayer information.** Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address <b>Green Dot Public Schools Washington State</b> 2560 5th Ave. W. Seattle, WA 98119	Taxpayer identification number(s) <p style="text-align: center;"><b>46-4128856</b></p> Daytime telephone number <p style="text-align: center;"><b>206-713-2365</b></p> Plan number (if applicable)
--	--

hereby appoints the following representative(s) as attorney(s)-in-fact:

**2 Representative(s)** must sign and date this form on page 2, Part II.

Name and address <b>Brian L. Holman</b> <b>624 S. Grand Avenue, Suite 2000</b> <b>Los Angeles, CA 90017-3383</b>	CAF No. _____ PTIN <b>P01610469</b> Telephone No. <b>(213) 629-7711</b> Fax No. <b>(213) 624-1376</b> Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Check if to be sent notices and communications <input checked="" type="checkbox"/>	
Name and address  Check if to be sent notices and communications <input type="checkbox"/>	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address  Check if to be sent notices and communications <input type="checkbox"/>	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

**3 Matters**

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
<b>Income - Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code</b>	<b>1023</b>	<b>N/A</b>

**4 Specific use not recorded on Centralized Authorization File (CAF).** If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

**5 Acts authorized.** Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties;  Substitute or add representative(s);  Signing a return; \_\_\_\_\_

Other acts authorized: \_\_\_\_\_ (see instructions for more information)

**Exceptions.** An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**6 Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not** want to revoke a prior power of attorney, check here  **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

**7 Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

**▶ IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.**

Signature	Date	Board Chair Title (if applicable)
		Green Dot Public Schools Washington State
Print Name	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> PIN Number	Print name of taxpayer from line 1 if other than individual

**Part II Declaration of Representative**

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
  - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
  - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
  - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
  - d Officer—a bona fide officer of the taxpayer's organization.
  - e Full-Time Employee—a full-time employee of the taxpayer.
  - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
  - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
  - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.**
  - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.**
  - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
  - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

**▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE.** See the instructions for Part II.

**Note:** For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
a	California	94603	<i>Brian L. Johnson</i>	11/20/13

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here  **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.

*Kimberly Lasher Mitchell*

Signature

11/19/13

Date

Board Chair

Title (if applicable)

KIMBERLY LASHER MITCHELL

Print Name

PIN Number

Green Dot Public Schools Washington State

Print name of taxpayer from line 1 if other than individual

**Part II Declaration of Representative**

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
  - a. Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
  - b. Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
  - c. Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
  - d. Officer—a bona fide officer of the taxpayer's organization.
  - e. Full-Time Employee—a full-time employee of the taxpayer.
  - f. Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
  - g. Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
  - h. Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
  - i. Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
  - k. Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LTC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
  - r. Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE. See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See Instructions for Part II for more information.	Signature	Date
a	California	94603		

**Application for Recognition of Exemption  
 Under Section 501(c)(3) of the Internal Revenue Code**

OMB No. 1545-0056

**Note:** If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

<b>1</b> Full name of organization (exactly as it appears in your organizing document)		<b>2</b> c/o Name (if applicable)	
Green Dot Public Schools Washington State		c/o Langfeldt Law, PLLC	
<b>3</b> Mailing address (Number and street) (see instructions)	Room/Suite	<b>4</b> Employer Identification Number (EIN)	
2650 5th Ave W		46-412886	
City or town, state or country, and ZIP + 4		<b>5</b> Month the annual accounting period ends (01 - 12)	
Seattle, WA 98119		June	
<b>6</b> Primary contact (officer, director, trustee, or authorized representative)		<b>b</b> Phone: (213) 620-7711	
a Name: Brian L. Holman		<b>c</b> Fax: (optional) (213) 624-1376	
<b>7</b> Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>8</b> Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>9a</b> Organization's website:			
<b>b</b> Organization's email: (optional)			
<b>10</b> Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>11</b> Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		11 / 14 / 2013	
<b>12</b> Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	



**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.  **Yes**  **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.  **Yes**  **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.  **Yes**  **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.  **Yes**  **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust.  **Yes**  **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.  **Yes**  **No**

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): **Page 1, Article 3, Section 3.1.1**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Page 2, Article 3, Section 3.3.2**
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Megan Quaile	CEO/Executive Director	112 Harbor Village Drive, #302 Memphis, TN 38103	None
Kimberly Mitchell	Director and Board Chair	6114 Ravenna Avenue, NE Seattle, WA 98115	None
Andrew Buhayar	Director and Secretary	See attached	None

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None		.....	
		.....	
		.....	
		.....	
		.....	

**c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None		.....	
		.....	
		.....	
		.....	
		.....	

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

**2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship.  Yes  No

**b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.  Yes  No

**c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No

**3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

**b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.  Yes  No

**4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

**a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No

**b** Do you or will you approve compensation arrangements in advance of paying compensation?  Yes  No

**c** Do you or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  Yes  No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source?  Yes  No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.  Yes  No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

**Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases.  Yes  No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.  Yes  No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.  Yes  No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.  Yes  No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.  Yes  No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.  Yes  No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.  Yes  No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.  Yes  No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.  Yes  No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain.  Yes  No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.  Yes  No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.  Yes  No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.  Yes  No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.  Yes  No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)  **Yes**  **No**
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> mail solicitations              | <input checked="" type="checkbox"/> phone solicitations                        |
| <input checked="" type="checkbox"/> email solicitations             | <input checked="" type="checkbox"/> accept donations on your website           |
| <input checked="" type="checkbox"/> personal solicitations          | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations             |
| <input checked="" type="checkbox"/> foundation grant solicitations  | <input checked="" type="checkbox"/> Other                                      |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.  **Yes**  **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.  **Yes**  **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.  **Yes**  **No**
- 
- 5** Are you **affiliated** with a governmental unit? If "Yes," explain.  **Yes**  **No**
- 6a** Do you or will you engage in **economic development**? If "Yes," describe your program.  **Yes**  **No**
- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
- 
- 7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.  **Yes**  **No**
- b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.  **Yes**  **No**
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
- 
- 8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.  **Yes**  **No**
- 
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.  **Yes**  **No**
- b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).  **Yes**  **No**
- 
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.  **Yes**  **No**

**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.  **Yes**  **No**
- 
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a.  **Yes**  **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.  **Yes**  **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.  **Yes**  **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form.  **Yes**  **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.  **Yes**  **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.  **Yes**  **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.  **Yes**  **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  **Yes**  **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  **Yes**  **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.  **Yes**  **No**



**Part VIII Your Specific Activities** (Continued)

- |    |  |  |   |
|----|--|--|---|
| 15 | Do you have a <b>close connection</b> with any organizations? If "Yes," explain.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| 16 | Are you applying for exemption as a <b>cooperative hospital service organization</b> under section 501(e)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| 17 | Are you applying for exemption as a <b>cooperative service organization of operating educational organizations</b> under section 501(f)? If "Yes," explain.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| 18 | Are you applying for exemption as a <b>charitable risk pool</b> under section 501(n)? If "Yes," explain.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| 19 | Do you or will you operate a <b>school</b> ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.   | <input checked="" type="checkbox"/> <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |
| 20 | Is your main function to provide <b>hospital or medical care</b> ? If "Yes," complete Schedule C.  | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| 21 | Do you or will you provide <b>low-income housing</b> or housing for the <b>elderly or handicapped</b> ? If "Yes," complete Schedule F.   | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> <b>Yes</b>            | <input checked="" type="checkbox"/> <b>No</b> |

**Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

**A. Statement of Revenues and Expenses**

	Type of revenue or expense	Current tax year		3 prior tax years or 2 succeeding tax years		(e) Provide Total for (a) through (d)
		(a) From 2013 To 2014	(b) From 2014 To 2015	(c) From 2015 To 2016	(d) From To	
<b>Revenues</b>	<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	--	\$817,204	\$1,100,000		
	<b>2</b> Membership fees received	--	--	--		
	<b>3</b> Gross investment income	--	--	--		
	<b>4</b> Net unrelated business income	--	--	--		
	<b>5</b> Taxes levied for your benefit	--	--	--		
	<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	--	--	--		
	<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)			\$1,595,191		
	<b>8</b> Total of lines 1 through 7	--	\$817,204	\$2,695,191		
	<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	--	--	--		
	<b>10</b> Total of lines 8 and 9	--	\$817,204	\$2,695,191		
	<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)	--	--	--		
	<b>12</b> Unusual grants	--	--	--		
	<b>13</b> Total Revenue Add lines 10 through 12	--	\$817,204	\$2,695,191		
<b>Expenses</b>	<b>14</b> Fundraising expenses	--	--	--		
	<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	--	--	--		
	<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)	--	--	--		
	<b>17</b> Compensation of officers, directors, and trustees	--	--	--		
	<b>18</b> Other salaries and wages	--	\$162,582	\$2,111,823		
	<b>19</b> Interest expense	--	--	--		
	<b>20</b> Occupancy (rent, utilities, etc.)	--	\$18,000	\$273,953		
	<b>21</b> Depreciation and depletion	--	--	--		
	<b>22</b> Professional fees	--	\$150,000	\$218,150		
	<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)	--	\$486,623	\$1,577,802		
	<b>24</b> Total Expenses Add lines 14 through 23	--	\$817,204	\$4,181,728		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

(Whole dollars)

Table with 18 rows for Assets, Liabilities, and Fund Balances or Net Assets. Includes items like Cash, Accounts receivable, Inventories, Bonds and notes receivable, etc.

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status.

- 1a Are you a private foundation?
b As a private foundation, section 508(e) requires special provisions...
2 Are you a private operating foundation?
3 Have you existed for one or more years?
4 Have you attached either (1) an affidavit or opinion of counsel...
5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting...

**Part X Public Charity Status (Continued)**

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

**6** If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

.....  
(Signature of Officer, Director, Trustee, or other authorized official)

.....  
(Type or print name of signer)

.....  
(Date)

.....  
(Type or print title or authority of signer)

For IRS Use Only

.....  
IRS Director, Exempt Organizations

.....  
(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. \_\_\_\_\_
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

**7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.  **Yes**  **No**

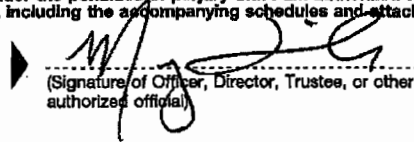
**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

**Please Sign Here**

  
 (Signature of Officer, Director, Trustee, or other authorized official)

**Megan Qualle**  
 (Type or print name of signer)  
**Chief Executive Officer**  
 (Type or print title or authority of signer)

**11/8/13**  
 (Date)

**Reminder:** Send the completed Form 1023 Checklist with your filled-in-application.

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.  **Yes**  **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.  **Yes**  **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  **Yes**  **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.  **Yes**  **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  **Yes**  **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  **Yes**  **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  **Yes**  **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  **Yes**  **No**

**Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.  **Yes**  **No**

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.  **Yes**  **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?  **Yes**  **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.  **Yes**  **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.  **Yes**  **No**



**Schedule B. Schools, Colleges, and Universities (Continued)**

**5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>						

**6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>								

**7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

**b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.  Yes  No

**8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)  Yes  No

Part I, Line 7

Authorized representative:

Brian L. Holman

Name and address of authorized representative's firm:

Musick, Peeler & Garrett LLP  
One Wilshire Boulevard, Suite 2000  
Los Angeles, CA 90017

Part I, Line 8

Green Dot Public Schools, a California nonprofit public benefit corporation ("Green Dot"), has paid the authorized representative's law firm, Musick, Peeler & Garrett LLP, having a mailing address of One Wilshire Boulevard, Suite 2000, Los Angeles, California 90017, approximately \$10,759.50 to date for services rendered and costs incurred by the authorized representative and other members of the law firm in connection with the structure of applicant and of other nonprofit, tax-exempt organizations that may be established to operate public charter schools using Green Dot's business and instructional methods or to otherwise carry out the charitable and educational purposes of Green Dot. Green Dot has agreed to pay for the services rendered based on the law firm's customary hourly rates.

Part II

Applicant was formed by the filing of Articles of Incorporation with the Secretary of State of the State of Washington on November 14, 2013. A certified copy of the Articles of Incorporation is attached as Exhibit A. On November 20, 2013, Applicant adopted the Bylaws in the form attached as Exhibit B.

Part IV

Green Dot operates public charter schools within the State of California. Green Dot has received a determination letter that it is exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code (“Code”) and is not a private foundation described in section 509(a) of the Code. Green Dot sponsored the formation of Applicant.

Applicant will establish and operate public charter schools in the State of Washington and provide academic, financial and operational support to the charter schools once established. Applicant expects to raise funds that will be contributed to Applicant. Applicant also expects to acquire, construct or renovate school facilities for use by Applicant as schools are established and added to Applicant’s system of schools. Applicant expects to work closely with Green Dot and/or with a national, nonprofit, tax-exempt organization to be formed by Green Dot (“Green Dot National”) and to use the operation of successful charter schools by Green Dot in California as a model for the operation of charter schools in Washington. Applicant intends to share best practices and to collaborate with other education organizations.

Part V, Line 1a

The address for Andrew Buhayar is:

Nordstrom People Lab  
 1301 Second Avenue, 3rd Floor  
 Seattle, WA 98101

Part V, Line 3a

Name	Qualifications	Average Annual Hours Worked for Applicant	Duties
Megan Quaille	See Exhibit C	As needed; estimated 500-1,000 hours per annum	Serves as Chief Executive Officer and interim Executive Director of Applicant. Responsible for managing the day-to-day operations of Applicant.
Kimberly Mitchell	See Exhibit C	As needed; estimated 50-75 hours per annum	Serves as a Director and Board Chair of Applicant. As a Director, responsible for managing the overall affairs of Applicant.

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE

EIN: 46-4128856

ATTACHMENT TO FORM 1023

			As Board Chair, responsible for presiding at meetings of the Board of Applicant.
Andrew Buhayar	See Exhibit C	As needed; estimated 50-75 hours per annum	Serves as a Director and Secretary of Applicant. As a Director, responsible for managing the overall affairs of Applicant. As Secretary, responsible for maintaining the corporate records of Applicant.

Part V, Line 3b

Applicant may be deemed controlled by or under common control with Green Dot, as Green Dot caused the formation of Applicant. In the future, Green Dot National may be deemed to control both Applicant and Green Dot by holding the power to select or influence the selection of the directors of Applicant and Green Dot and/or by the power to influence the activities of Applicant and Green Dot.

Megan Quaile, who serves as the Chief Executive Officer and interim Executive Director of Applicant, also serves as Green Dot’s Vice President of National Expansion. In this role, she is responsible for managing the growth and execution of Green Dot’s growth plans in new regions, as well as transferring Green Dot’s academic model with fidelity to new regions. She is responsible for hiring and managing the regional leader in each region. She currently serves as the interim Executive Director for both Applicant and for Green Dot’s operations in Memphis. As interim Executive Director in both regions, she leads all external efforts – community engagement, communications, public affairs and development – as well as manages the academic and human capital models. In addition, Megan leads an advance team of finance and operations team members who assist in setting up Green Dot’s operational and financial models in new regions. Green Dot or Green Dot National will compensate Megan Quaile at a salary of \$170,000 per year.

Part V, Line 4

While Applicant presently has no paid employees, it intends to follow these practices in the future if it retains any paid employees.

Part V, Line 5

Applicant intends to adopt a Conflict of Interest Policy in the form attached as Exhibit D.

Part V, Lines 6a-b

Applicant will provide discretionary bonuses based on an evaluation system for each class of employee. The amount and cutoff for bonuses to be determined annually by the Board of Directors for the CEO / Executive Director and by management for all other employees.

Part VI, Lines 1-2

Applicant will provide educational services to the students enrolled in the charter schools established and operated by Applicant. Students will be admitted to the schools upon application or, if the number of applicants exceeds the available space, by lottery.

Part VIII, Lines 4a-e

Applicant expects to establish a comprehensive fundraising program that employs multiple methods of garnering philanthropic support. Applicant will use staff time and volunteers, the Board of Directors, and potentially grant writers in order to execute this fundraising program. Applicant expects that it may enter into agreements with Green Dot and/or Green Dot National to coordinate fundraising activities among them. Applicant expects that it may enter into contracts with grant writers to support Applicant's federal grant applications. Applicant expects to conduct fundraising within the State of Washington. In coordination with Green Dot and/or Green Dot National, Applicant may raise funds for such other organizations or such other organizations may raise funds for Applicant. In the event that Applicant receives any donor-advised funds, Applicant will maintain separate accounts for such funds.

As of yet, however, Applicant has not established any specific fundraising programs or activities or determined to enter into any written or oral contracts with any

individuals or organizations to raise funds for Applicant or to raise funds for any other organizations.

Part VIII, 7a

Applicant may retain unrelated third parties to plan, finance, develop, construct or provide similar services in connection with Applicant's acquisition, development, construction and renovation of school facilities. At present, no such third parties have been retained.

Part VIII, 11

Applicant may solicit and accept contributions of land that has been developed as, or may be developed into, school facilities. Otherwise, Applicant will not solicit contributions of real property, conservation easements, closely held securities, intellectual property such as patents, trademarks, and copyrights, works of music or art, licenses, royalties, automobiles, boats, planes, or other vehicles, or collectibles of any type. If any such contribution is proposed, Applicant will consider the acceptance of such contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution on a case by case basis.

Part VIII, 15

Applicant has been formed by Green Dot and expects to work closely with Green Dot in establishing Applicant's business and academic models. Applicant may enter into a royalty-free licensing agreement with Green Dot and/or Green Dot National to acquire the right to use the Green Dot trade name and other intellectual property owned by Green Dot.

Part IX, Lines A 7 and A. 23

See Exhibit E for an itemized list of other revenues and expenses.

Schedule B, Section I, Line 1b



Applicant intends to provide educational instruction to students in grades 6 through 12 and can be characterized as a secondary school.

Schedule B, Section I, Line 2b

Applicant has submitted an application to the Washington State Charter School Commission (“Commission”) for authorization to operate a public charter school within the State of Washington. If the application is approved, Applicant will enter into a Charter School Contract with the Commission substantially in the form attached hereto as Exhibit F, as such may be revised to meet Applicant’s objections, and, pursuant to state statute, Applicant will receive funding from the State of Washington and from local property tax revenues based on the average daily enrollment and average daily attendance of the students enrolled in the school.

GREEN DOT PUBLIC SCHOOLS  
EIN:  
ATTACHMENT TO FORM 1023

**EXHIBIT A**  
**ARTICLES OF INCORPORATION**

UNITED STATES OF AMERICA

The State of Washington



Secretary of State

I, **KIM WYMAN**, Secretary of State of the State of Washington and custodian of its seal, hereby issue this

**CERTIFICATE OF INCORPORATION**

to

**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

a/an WA Non-Profit Corporation. Charter documents are effective on the date indicated below.

Date: 11/14/2013

UBI Number: 603-349-022



Given under my hand and the Seal of the State of Washington at Olympia, the State Capital

Kim Wyman, Secretary of State

Date Issued: 11/14/2013

603 349 022

**ARTICLES OF INCORPORATION**  
**OF**  
**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

**FILED**  
NOV 14 2013  
WA SECRETARY OF STATE

The undersigned, in order to form a nonprofit corporation under the Washington Nonprofit Corporation Act, Chapter 24.03 of the Revised Code of Washington, hereby executes the following Articles of Incorporation:

**ARTICLE 1. NAME**

The name of the corporation is Green Dot Public Schools Washington State.

**ARTICLE 2. DURATION**

The duration of the corporation shall be perpetual.

**ARTICLE 3. PURPOSES AND POWERS**

**3.1 Purposes**

**3.1.1** The corporation is organized exclusively for charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "*Code*"), including, more specifically to promote the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools in Washington.

**3.1.2** To do any and all lawful activities which may be necessary, useful or desirable for furtherance, accomplishment, fostering or attainment of the foregoing purposes, either directly or indirectly and either alone or in conjunction or cooperation with others, whether such others be persons organizations of any kind or nature, such as corporations, firms, associations, trusts, institutions, foundations, or governmental bureaus, department or agencies.

**3.2 Powers**

**3.2.1** In general, and subject to such limitations and conditions as are or may be prescribed by law, or in the corporation's Articles of Incorporation or Bylaws, the corporation shall have all powers which now or hereafter are conferred by law upon a corporation organized for the purpose set forth above, or are necessary or

incidental to the powers so conferred, or are conducive to the attainment of the corporation's purpose.

### **3.3 Limitations**

#### **3.3.1 Nonprofit Status**

The corporation shall not have or issue shares of stock. The corporation is not organized for profit, and no part of its net earnings shall inure to the benefit of any Director or officer of the corporation, or any private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation to its Directors or officers for services rendered, and to make payments and distributions in furtherance of the purposes of the corporation and subject to the limitations of Sections 3.3.2 and 3.3.3 of these Articles of Incorporation.

#### **3.3.2 Distributions; Dissolution**

No Director or officer of the corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets upon dissolution of the corporation or the winding up of its affairs. Upon such dissolution or winding up, after paying or making adequate provision for the payment of all the liabilities of the corporation, the remaining assets shall be distributed as follows: (1) return the public school funds of the charter school that have been provided pursuant to RCW 28A.710.220 to the state or local account from which the public funds originated; and (2) any remaining assets of the corporation shall be distributed by the Directors of the corporation (the "*Board of Directors*"), for a purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, to any other organization that then qualifies for exemption under the provisions of Code Section 501(c)(3). Any such assets not so disposed of shall be disposed of by the Superior Court of King County, Washington, exclusively for a Code Section 501(c)(3) purpose or purposes similar to those set forth in Section 3.1 of these Articles of Incorporation, or to such organization or organizations, as said court shall determine, that are organized and operated for similar Code Section 501(c)(3) purposes.

#### **3.3.3 Prohibited Activity**

(a) No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise, except to the extent that an organization exempt from federal income tax under Section 501(c)(3) of the Code can engage in such activities without incurring any penalties, excise taxes or losing its status as an organization exempt from federal income tax under Section 501(c)(3) of the Code. The corporation shall not, directly or indirectly, participate in or intervene in (including by the publication or distribution of statements) any political campaign on

behalf of or in opposition to any candidate for public office. The corporation shall not have objectives or engage in activities that characterize it as an "action" organization within the meaning of the Code.

(b) Notwithstanding any other provisions of these Articles of Incorporation, the corporation shall not conduct or carry on activities not permitted to be conducted or carried on by an organization exempt from federal income tax under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

(c) The corporation is prohibited from engaging in any excess benefit transaction as defined in Section 4958(c) of the Code.

(d) The corporation is prohibited from engaging in any act of self-dealing as defined in Section 4941(d) of the Code, from retaining any excess business holding as defined in Section 4943(c) of the Code that would subject the corporation to tax under Section 4943 of the Code, from making any investments that would subject the corporation to tax under Section 4944 of the Code, and from making any taxable expenditure as defined in Section 4945(d) of the Code. If Section 4942 of the Code is deemed applicable to the corporation, it shall make distributions at such time and in such manner that it is not subject to tax under Section 4942 of the Code.

### **3.4 Powers**

In general, and subject to such limitations and conditions as are or may be prescribed by law, by these Articles of Incorporation, or by the Bylaws of the corporation, the corporation shall have the authority to (a) engage in any and all such activities as are incidental or conducive to the attainment of the purposes of the corporation set forth in *Section 3.1 of these Articles of Incorporation* and (b) exercise any and all powers authorized or permitted under any laws that are now, or hereafter may be, applicable or available to the corporation.

## **ARTICLE 4. DIRECTORS**

### **4.1 Number**

The number of Directors of the corporation shall be determined in the manner provided by the Bylaws of the corporation and may be increased or decreased from time to time in the manner provided therein.

## 4.2 Initial Directors

The number of Directors constituting the initial Board of Directors shall be two  
(2). The names and addresses of the persons who are to serve as the initial Directors are as follows:

Kimberly L. Mitchell  
Address:  
6114 Ravenna Ave. NE  
Seattle, WA 98115

Andrew M. Buhayar  
Address: 1504 19<sup>th</sup> Ave.  
Unit A  
Seattle, WA 98122

## ARTICLE 5. NO MEMBERS

The corporation shall have no members.

## ARTICLE 6. LIMITATION OF DIRECTOR LIABILITY

To the full extent that the Washington Nonprofit Corporation Act (as it exists on the date hereof or as it may hereafter be amended) permits the limitation or elimination of the liability of Directors, a Director of the corporation shall not be liable to the corporation or its members, if any, for monetary damages for conduct as a Director. Any amendments to or repeal of this Article 6 shall not adversely affect any right or protection of a Director of the corporation for or with respect to any acts or omissions of such Director occurring prior to such amendment or repeal. If the Washington Nonprofit Corporation Act is amended in the future to authorize corporate action further eliminating or limiting personal liability of directors, then the liability of a director for the corporation shall be eliminated or limited to the full extent permitted by the Washington Nonprofit Corporation Act, as so amended, without any requirement of further action by the corporation.

## ARTICLE 7. INDEMNIFICATION

### 7.1 Right to Indemnification

The corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (a "*Proceeding*"), by reason of the fact that such person, or a person for whom such person is the legal representative, is or was a Director or officer of the corporation or, while a Director or officer of the corporation, is or was serving at the request of the corporation as a Director, officer, partner, trustee, employee or agent of another corporation, or of a foundation,



partnership, joint venture, limited liability company, trust, enterprise or other nonprofit entity, including service with respect to employee benefit plans (each such other entity, "*Another Enterprise*") (such person, an "*Indemnified Person*"), against all liability and loss suffered and expenses (including attorneys' fees) actually and reasonably incurred by such Indemnified Person in connection with such Proceeding. Notwithstanding the preceding sentence, except as otherwise provided in Section 7.4 of this Article 7, the corporation shall be required to indemnify an Indemnified Person in connection with a Proceeding (or part of such Proceeding) commenced by such Indemnified Person only if the commencement of such Proceeding (or part of such Proceeding) by the Indemnified Person was authorized in advance by the Board of Directors.

## **7.2 Restrictions on Indemnification**

The corporation may not indemnify any Indemnified Person for: (a) acts or omissions of the Indemnified Person finally adjudged to be intentional misconduct or a knowing violation of law; (b) conduct of the Indemnified Person finally adjudged to be in violation of violation of Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.310 of the Washington Business Corporation Act; or (c) any transaction with respect to which it was finally adjudged that such Indemnified Person personally received a benefit in money, property or services to which the Indemnified Person was not legally entitled or if the corporation is otherwise prohibited by applicable law from paying such indemnification; provided, however, that if Section 23B.08.560 or any successor provision of the Washington Business Corporation Act is hereafter amended, the restrictions on indemnification set forth in this Section 7.2 shall be as set forth in such amended statutory provision.

## **7.3 Expenses Payable in Advance**

The corporation shall pay the reasonable expenses (including attorneys' fees) incurred by an Indemnified Person in defending any Proceeding in advance of such Proceeding's final disposition (such expenses, "*Advanced Expenses*"), provided, however, that, to the extent required by law, such payment of Advanced Expenses in advance of the final disposition of the Proceeding shall be made only upon receipt of an undertaking by the Indemnified Person to repay all Advanced Expenses if it should be ultimately determined that the Indemnified Person is not entitled to be indemnified under this Article 7 or otherwise. Notwithstanding any of the foregoing in this Section 7.3, the corporation shall not be required to pay any Advanced Expenses to a person against whom the corporation directly brings a claim alleging that the corporation is not required to indemnify such person under Section 7.2 of this Article 7.

#### **7.4 Written Statement Required and Right of Indemnified Person to Bring Suit**

An Indemnified Person seeking indemnification pursuant to Section 7.1 or Advanced Expenses pursuant to Section 7.3 must first submit to the Board a sworn statement requesting indemnification or Advanced Expenses, as the case may be, and reasonable evidence of all such amounts requested by such Indemnified Person (such statement, a "*Claim*"). If (a) a Claim pursuant to Section 7.1 above is not paid in full by the corporation within 60 days after such Claim has been received by the corporation, or (b) a Claim pursuant to Section 7.3 above is not paid in full by the corporation within 30 days after such Claim has been received by the corporation, then the Indemnified Person may at any time after the expiration of the applicable period bring suit against the corporation to recover the unpaid amount of such Claim. If an Indemnified Person succeeds in whole or in part in any such suit or in a suit brought by the corporation to recover Advanced Expenses pursuant to the terms of an undertaking, then such Indemnified Person is also entitled to receive reimbursement from the corporation for the expense of prosecuting or defending such suit. The Indemnified Person shall be presumed to be entitled to indemnification under this Article 7 upon submission of a Claim (and, in an action brought to enforce a Claim for Advanced Expenses, where the required undertaking has been delivered to the corporation), and, thereafter, the corporation shall have the burden of proof to overcome the presumption that the Indemnified Person is so entitled.

#### **7.5 Procedures Exclusive**

Pursuant to Section 24.03.043 of the Washington Nonprofit Corporation Act in reference to Section 23B.08.560(2) or any successor provision of the Washington Business Corporation Act, the procedures for indemnification and Advanced Expenses set forth in this Article 7 are in lieu of the procedures required by Section 23B.08.550 or any successor provision of the Washington Business Corporation Act.

#### **7.6 Nonexclusivity of Rights**

The right to indemnification and Advanced Expenses conferred by this Article 7 shall not be exclusive of any other right that any person may have or hereafter acquire under (a) any statute, (b) provision of these Articles of Incorporation, (c) the Bylaws of the corporation, (d) by general or specific action of the Board of Directors, (e) by contract or (f) otherwise.

#### **7.7 Insurance, Contracts and Funding**

The corporation may maintain insurance, at its expense, to protect itself and any Director, officer, partner, trustee, employee or agent of the corporation or Another Enterprise against any expense, liability or loss, whether or not the corporation would

have the power to indemnify such person against such expense, liability or loss under the Washington Business Corporation Act. The corporation may enter into contracts with any Director, officer, partner, trustee, employee or agent of the corporation in furtherance of the provisions of this Article 7 and may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such amounts as may be necessary to effect indemnification and Advanced Expenses as provided in this Article 7.

#### **7.8 Indemnification of Employees and Agents of the Corporation**

The corporation may, by action of the Board of Directors, grant rights to indemnification and advancement of expenses to employees and agents or any class or group of employees and agents of the corporation (a) with the same scope and effect as the provisions of this Article 7 with respect to the indemnification and Advanced Expenses of Directors and officers of the corporation, (b) pursuant to rights granted under, or provided by, the Washington Business Corporation Act, or (c) as are otherwise consistent with law.

#### **7.9 Persons Serving Other Entities**

Any person who, while a Director or officer of the corporation, is or was serving (a) as a Director or officer of another foreign or domestic corporation of which a majority of the shares entitled to vote in the election of its Directors is held by the corporation or (b) as a partner, trustee or otherwise in an executive or management capacity in a partnership, joint venture, trust or other enterprise of which the corporation or a wholly owned subsidiary of the corporation is a general partner or has a majority ownership shall be deemed to be (i) so serving at the request of the corporation and (ii) entitled to indemnification and Advanced Expenses under this Section 7.

### **ARTICLE 8. REGISTERED OFFICE AND REGISTERED AGENT**

The address of the initial registered office of the corporation is 2560 5<sup>th</sup> Ave. W., Seattle, WA 98119, and the name of its initial registered agent at such address is Langfeldt Law, PLLC.

### **ARTICLE 9. AMENDMENT TO ARTICLES OF INCORPORATION**

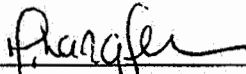
The corporation reserves the right to amend or repeal any of the provisions contained in these Articles of Incorporation in any manner now or hereafter permitted by law.

**ARTICLE 10. INCORPORATOR**

The name and address of the incorporator of the corporation are as follows:

Monica Langfeldt  
Langfeldt Law, PLLC  
2560 5<sup>th</sup> Ave. W  
Seattle, WA 98119

DATED: November 14, 2013

  
\_\_\_\_\_  
Monica Langfeldt, Incorporator

**CONSENT TO APPOINTMENT AS REGISTERED AGENT**

I, Langfeldt Law, PLLC, hereby consent to serve as registered agent in the State of Washington for the following corporation: Green Dot Public Schools Washington State. I understand that as agent for the corporation, it will be my responsibility to accept Service of Process in the name of the corporation, to forward all mail and license renewals to the appropriate officer(s) of the corporation, and to immediately notify the Office of the Secretary of State of my resignation or of any changes in the address of the registered office of the corporation for which I am agent.

Dated: November 14, 2013.

Heica Langfeldt, Member  
(Signature)

Langfeldt Law, PLLC  
(Type or print name of agent)

2560 5<sup>th</sup> Ave W.  
(Street address of registered office)

Seattle, WA 98119  
(City, state and zip code)

GREEN DOT PUBLIC SCHOOLS  
EIN:  
ATTACHMENT TO FORM 1023

**EXHIBIT B**

**BYLAWS**

**RESOLUTION OF THE BOARD OF DIRECTORS**

**OF**

**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

The Board of Directors of Green Dot Public Schools Washington State (hereinafter "GDPSWA "), a Washington nonprofit corporation duly organized under the laws of the State of Washington, hereby approve the following resolutions.

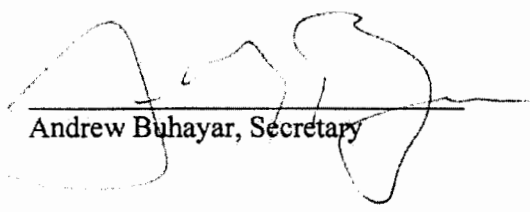
RESOLVED, that the following named persons shall be, and hereby are appointed Officers of the GDPSWA to serve for a period of one year or until their successors are appointed and qualify;

Chair:	Kimberly Mitchell
Executive Director:	Megan Quaile
Secretary:	Andrew Buhayar

RESOLVED, that the Bylaws as presented to the Board of Directors in the form attached hereto as Exhibit A are hereby adopted and ratified and filed in the corporate minute book.

RESOLVED, that the application for Tax-exempt status (Form 1023 including attachments) in the form attached hereto as Exhibit B are approved for filing with the Internal Revenue Service and a copy is filed in the corporate minute book.

RESOLUTION adopted this 20<sup>th</sup> day of November, 2013.

  
Andrew Buhayar, Secretary



**PROPOSED GOVERNING BYLAWS  
OF  
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**  
(a Washington 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 Washington as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of Washington 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 of Directors ("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.

**3.2 Authorized Number**

The authorized number of Directors shall be not less than three (3) and nor 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 number of Directors may be changed from time to time by amendment to these Bylaws, provided that no decrease in the number shall have the effect of shortening the term of any incumbent Director.

**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 Initial Directors**

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

#### **3.4.2 Successor Directors**

Successor Directors shall be elected each year at the annual meeting of the Board by the affirmative vote of a majority of the Directors then in office.

#### **3.4.3 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. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

#### **3.4.4 Removal of Directors**

A Director may be removed with or without cause at any time by the majority vote of the Directors then in office.

#### **3.4.5 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 Washington Nonprofit Act, or if the authorized number of Directors is increase.

In the event of any vacancy of the Board, the position of Director may be filled by the affirmative vote of a majority of the remaining Directors even if less than a quorum of the Board. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

### **3.5 Term of Office**

Unless a Director dies, resigns or is removed, he or she shall hold office until the next annual meeting of the Board or until his or her successor is elected, whichever is later.

## **ARTICLE 4. MEETINGS**

### **4.1 Open Public Meetings Act**

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act 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, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington 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 Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

#### **4.4.1 Presentation to the Board/Agenda Items**

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

#### **4.4.2 Presentation to the Board/Non-Agenda Items**

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under the corporation's established complaint procedure.

#### **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 Request to Address the Board**

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

#### **4.4.5 Preparation of the Board Agenda**

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

#### **4.4.6 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.

### **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) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
  - (b) 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
  - (c) 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 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, as defined by RCW 42.30.070, 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 of RCW 42.30.070 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 section 4.11, "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. 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 standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize 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 Audit Committee**

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the

Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

#### **5.1.4 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.

#### **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 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.

## **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 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 meeting 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 Boards, 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 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 depositories 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 and the Treasurer to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

### **ARTICLE 7. CORPORATE RECORDS AND REPORTS**

#### **7.1 Public Records Requirements**

The corporation shall comply with the Public Records Act as set forth in RCW 42.56.

## **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 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. In addition, the corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

### **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**

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 assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to RCW 28A.710.220 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 at any meeting of the Board. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters the charter, without the consent of

the authorizing school district or other Washington legislative body, if such consent is required under the charter.

**Certificate of Secretary**

The undersigned Secretary of Green Dot Public Schools Washington State (“Corporation”), a Washington non-profit 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 \_\_\_\_\_ in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and \_\_\_\_\_ and at which a quorum of the Board was present and acting throughout the meeting.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Board Secretary

GREEN DOT PUBLIC SCHOOLS  
EIN:  
ATTACHMENT TO FORM 1023

**EXHIBIT C**  
**RESUMES OF OFFICERS AND DIRECTORS**

# MEGAN ANN QUAIL, Ed.D.

## EDUCATION

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**Ed.D., Educational Leadership, 2013**  
University of Southern California Los Angeles, CA  
**M.Ed., Teaching and Learning, 2000**  
DePaul University Chicago, IL  
**B.A., English, 1993**  
University of Notre Dame Notre Dame, IN

## EXPERIENCE

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**GREEN DOT PUBLIC SCHOOLS** 2007-PRESENT  
**Vice President of National Expansion** 2013-present

- Responsible for leading Green Dot's efforts to expand to new regions
- Work with strategic planning team to research, investigate and apply to new regions
- Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model
- Supervise national team members (finance, operations, and education team members) and regional executive directors

**Vice President of Education** 2009-2013

- Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Led contract negotiations with teacher and classified unions.

**Cluster Director (Area Superintendent)** 2007-2009

- Supervise and evaluate principals on six Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

**CIVITAS SCHOOLS** 2003-2007  
**Chief Executive Officer** 2004-2007

- Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget.
- Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.
- Recruited and developed a 6 member Board of Directors.
- Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation
- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state standards by 31% in two years.
- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5<sup>th</sup> Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8<sup>th</sup> grade) campuses

**Director (Principal), Northtown Academy Campus** 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3<sup>rd</sup> and 5<sup>th</sup> in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.

- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL 1996-2003

**Principal** 2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

**Assistant Principal** 1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar
- Oversaw the student admissions process, including recruitment, admissions and registration; and scheduling

**Teacher, English Department** 1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

**Varsity Soccer Coach** 1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL 1999-2003

**President** 2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above

**Vice-President** 1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL 1995

**Assistant to the Director of Marketing**

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL 1993-1994

**Disaster Assistance Employee**

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

#### RELATED EXPERIENCES

- Trinity High School North Central Association (NCA) External Committee Member 2001-2003
- Archdiocesan Leadership Council Member 2002-2003
- DePaul University Professional Education Council Member (NCATE) 2003-2006
- Josephinum High School NCA External Committee member 2007

# KIMBERLY L. MITCHELL

## EDUCATION

### **Stanford University**

MA, Administration and Policy Analysis and Principal Certification  
Stanford, California • 1994-1996

### **Teach For America**

California Multiple-Subject Credential (K-8) and Single-Subject Credential (Social Science K-12)  
Cal State, Dominguez Hills  
Los Angeles, California • 1991-1993

### **Skidmore College**

BA, History and Philosophy, Cum Laude  
Saratoga Springs, New York • 1987-1991

## EXPERIENCE

### **Teach For All • Director of Partner Engagement, Argentina**

*Buenos Aires, Argentina • 2011 to 2013*

Served as chief advisor to the CEO and senior leadership team for a national non-profit start-up addressing education inequity in Argentina; supported the team in all aspects of programming, including government relations, fundraising, recruitment of high performing teachers, training and support, measurement and data use, alumni leadership, media training, marketing & branding and board management

### **Bill & Melinda Gates Foundation • Senior Program Officer**

*Seattle, Washington • 2007-2011*

Created large-scale education grant portfolios and education investment strategies as a member of the College Ready State and District Network team in the foundation's home state of Washington; forged new alliances with organizations and leaders from communities of color to promote education reform in Washington; advised state-level leaders on education advocacy and policy issues in Arizona, New Mexico, Minnesota and Arkansas during the Race to the Top federal grant program; developed and presented investment strategies for district, state and national college-readiness goals

### **EdAdvocates • Partner and Consultant**

*Seattle, Washington • 2001-2007*

Advised district and school leaders on high school reform initiatives; led evaluation reports for school districts and foundations; presented content literacy workshops for principals and leadership teams; facilitated Gates Foundation-funded small schools conversations and process design with high school staffs; authored national professional development material for TeachFirst; produced an Inquiry-Based Instruction DVD and delivered a series of workshops for International Baccalaureate schools (staff and parents) in North America, Central America, the Middle East and Asia



**College Success Foundation • Special Projects Consultant**

*Issaquah, Washington • 2002-2004*

Researched, developed and promoted new scholarship programs for teachers and students of color; launched the Leadership1000 Scholarship Program; produced the Foundation's first promotional video, annual report education and quarterly online magazine

**American Community Schools • Elementary School Principal**

*Athens, Greece • 1998-2001*

Led a school of 500 students, their teachers and parents from over 30 countries to maximize their potential year-to-year; initiated and led the successful three-year authorization process for the IB Primary Years Program; developed the school's first Curriculum Map (presented at the Coalition of Essential Schools Fall Forum in 2000); initiated significant change efforts, including a new process for observing and evaluating teachers, curriculum changes with middle and high school staff input and student progress measurements and reporting; established the school's first Student-Led Conferencing at all grade levels

**Chief Sealth High School • Assistant Principal**

*Seattle, Washington • 1996-1998*

Worked closely with the principal and leadership team to create a school experience that transformed students' lives and prepared them for college, career and life; developed and coordinated all teacher professional development; handled disciplinary referrals; supervised and coached one-third of teaching staff; organized student participation in over 50 school-to-work opportunities; directed Seattle University researchers in case studies; initiated the DEAR reading program; coordinated the visit of U.S. Vice President Al Gore; revamped the school schedule to maximize learning time

**Hollenbeck Middle School • Principal Intern and Science/Language Arts Teacher**

*East Los Angeles, California • 1995-1996*

Taught six classes of students using new inquiry-based techniques, preparing them for success in other middle school classes, high school and beyond; participated in the school's inaugural Critical Friends Group through the National Reform Faculty; presented Middle School Exhibitions at the Coalition of Essential Schools Fall Forum; elected to the School Improvement and Local Leadership Councils; served on the Bilingual Advisory Council and Title I Advisory Board; initiated schedule changes and successful parent and community involvement efforts

**Colegio Americano de Quito • Principal Intern and Bilingual Kg. Teacher**

*Quito, Ecuador • 1994-1995*

Co-taught 45 Ecuadorean kindergarten students to achieve basic English language fluency in one school year, preparing them for first grade and beyond; worked with Primary School Director on designing and implementing professional development sessions for veteran teachers and pre-literacy measurements for students; gained proficiency in Spanish (A-level fluent; L.A. Unified School District, 1995); presented ESL and Portfolio Assessment workshops to all primary teachers; performed with the Princeton Movement Theater at Academia Cotopaxi

**Roosevelt Elementary • Fifth Grade Teacher**

*Compton, California • 1992-1994*

Co-initiated the school's first full-day, team-taught instruction preparing two cohorts of students for success in sixth grade and beyond; appointed by the principal to the Program Quality Review Leadership Team; initiated and ran Teach For America's first Speakers Bureau in Los Angeles; co-wrote a proposal for President Clinton's Summer of Service on behalf of TFA

**Worthington Elementary • Fifth Grade Teacher**

*Inglewood, California • 1991-1992*

Prepared students for success in sixth grade and beyond; co-wrote and implemented a trans-disciplinary curriculum unit following the Spring L.A. riots, circulated to over 300 Teach For America teachers in two districts; coached the Drill Team to regional finals

**OTHER ACHIEVEMENTS**

**Teachers United, Seattle, Washington**

Board Treasurer • 2013-2015

**International Baccalaureate Organization (IBO), Bethesda, Maryland**

IBO Americas Regional Advisory Council Board Member (elected Board Chair 2013) • 2008-2015; School Authorizer for North America • 2001-2006; Inquiry Workshop Leader and International Speaker • 2003-2009

**National Physics Teacher Education Coalition (PhysTEC), Bethesda, Maryland**

Advisory Board member • 2010-2011

**Published Op Ed • Seattle Times**

<http://community.seattletimes.nwsourc.com/archive/?date=20070427&slug=kimberlylasher27>

April 2007

**Stanford University, Palo Alto, California**

Recipient of the Stanford Women's Club of Pasadena Fellowship • 1995 and 1996

**Skidmore College, Saratoga Springs, New York**

Palamountain Young Alumni Award for Outstanding Achievement • 1995

**Students Run L.A., Los Angeles, California**

Coached over 50 middle and high school students to run the L.A. City Marathon in East LA • 1994 and 1996 • 100% completed all 26.2 miles

**National Science Foundation, Roatan, Honduras**

Recipient of the NSF Teacher Grant Award to develop and implement high-engagement science curriculum • 1992

**References and additional details on work outcomes provided upon request**

## Brief Bio and Resume for Andrew M. Buhayar

Andrew is a strategic planner with a multidisciplinary background in design and analysis. He recently joined Nordstrom's People Lab as the lead researcher and designer for the internally focused group. The People Lab is charged with enhancing Nordstrom's workplace and empowering employees to work to their potential.

Prior to Nordstrom, Andrew worked at global design firm NBBJ as a strategic consultant. At NBBJ he assisted in the planning, development and occupancy of client's future facilities. His work involved providing decision support to clients weighing significant facility investments with long range business planning. Andrew primarily supported hospitals and health system clients throughout the Pacific Northwest.

Before NBBJ, Andrew worked as a Senior Analyst with management consulting firm Sg2. He completed his Masters in Business and Masters in Design through the Illinois Institute of Technology in Chicago.

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### *Work Experience*

#### **Nordstrom, People Lab – Lead Researcher and Designer, Seattle, WA**

2013 – Present

#### **NBBJ Design, REV Consulting Group – Health Researcher and Strategist, Seattle, WA**

2010 – 2013

Advanced global design firm's consulting efforts through application of qualitative and quantitative methods to strategic healthcare problems.

- Assessed and prepared hospitals to occupy new facilities; transition planning engagements included departmental analysis, development of new operating protocols and simulation training.
- Developed customized comparative evaluation of demographic, patient record, and financial data from 15 primary and urgent care clinics; proposed opportunities for strengthening referral activity and future site selection to meet community need. Model enabled client to conduct ongoing evaluations and replicate successful practices.
- Utilized direct observation, interviews, and mock-patient journeys to evaluate major academic medical center's surgical operations; these efforts informed operations optimization.
- Led client through sensitivity analysis to refine clinical service set for Fortune 50 corporation's inaugural employee clinic; incorporated insurance claim data and secondary research of other relevant successful clinic models.
- Managed two junior analysts, supporting development of quantitative analysis skills.
- Provided ongoing thought leadership and content creation for the firm by delivering internal presentations and training designers in research and analysis techniques.

#### **TransformativeMed, Independent Consultant – Project Manager and Researcher, Seattle, WA**

2013

Provided project management, research, analysis and strategic support for two research efforts connected to the University of Washington and Pacific Northwest partner organizations.

- Conducted interviews with leading users to understand their needs and provide guidance in development of new, more supportive electronic data infrastructures.
- Worked with technology teams to synthesize research findings in order to define, describe, and publish findings in the pursuit of additional grants and pilot programs.

- Coordinated two independent contractors and served as the lead communicator with research sites and principal investigators.

**Sg2 Consulting Solutions Group – Senior Analyst, Chicago, IL**

2008 – 2010

Provided consulting, research and education services for hospital and health system clients internationally. Content contributions focused on remote care delivery, facility design, and patient experience research.

- Performed market analysis and primary interviews with remote health service delivery industry leaders; this analysis highlighted a need for re-evaluation of a particular client’s market entry strategy.
- Conducted productivity and operational analysis; identified \$1.5M in annual savings in a client’s emergency department through staffing adjustments and process refinements aimed at reducing length of stay.
- Developed content, provided direction and contributed to managing Sg2’s Design Forum, a monthly meeting of Sg2’s most forward-thinking clients. Created opportunities for health executives to learn innovation practices from other industries.

**Institute of Design, Illinois Institute of Technology – Adjunct Faculty, Chicago, IL**

2009 – 2010

Advised graduate thesis teams, assisting in the appropriate application of design and research methodologies. Aided students in the creation and management of research work plans as well as checking deliverable quality to ensure a high level of professionalism for client sponsors. Advocated for students within administration.

**Mayo Clinic, SPARC Innovation Group – Design Internship and Master’s Thesis Project, Rochester, MN**

2007 – 2008

Created and tested solutions integrating Mayo Clinic’s care delivery across local care environments, extending Mayo Clinic quality care without requiring travel to a Mayo Clinic site. Solutions aimed to increase Mayo Clinic’s reach without expanding their physical footprint. These solutions heavily considered Mayo Clinic’s strategic goals, core competencies, and the health needs of patients. In addition to outlining the solution space, the deliverable included a strategic plan to grow Mayo’s innovation capacity into an organizational competency. The analysis and synthesis methods used to identify these opportunities include:

- Qualitative research methods including interviews, camera studies, observations.
- Quantitative research: landscape analysis, strategic development.
- Solution development: physical and user interface prototypes.

**Rubloff Residential Properties - Electronic Advertising Manager/Data Coordinator, Chicago, IL**

2003 – 2006

Managed advertising and data systems including team responsible for daily data coordination. Oversaw the implementation of software customization efforts and CRM implementation.

- Oversaw processes and communications for the 250-agent organization including driving 5 percent annual cost reduction in advertising budget through measurement and monitoring of ad placement.

**Metaphase Design Group - Industrial Design and Research Intern, St. Louis,**

2000 – 2002

Assisted in the research and development of new products for Fortune 500 companies.

- Researched users through video ethnography, field observations and focus groups.
- Presented new product concepts through conceptual sketching, computer rendering, and physical modeling.
- IV House Intravenous Site Protector, Co-U.S. Design Patent holder 335,926 - IDSA/Businessweek IDEA Award, Gold - Best Designs of the Year 2002.

*Education*

**Illinois Institute of Technology, Chicago**

- Institute of Design, 2008 – Master of Design in Design Planning

- Stuart School of Business, 2008 – Master of Business Administration

**Archeworks School of Design, Chicago**

- Certification of completion, 2005
- INDEX: AWARD 2007, Finalist IHT Bicycle Helmet Concept (The biggest design award in the world, presented every two years in Copenhagen.)

**Washington University, St. Louis**

- Olin School of Business, 2002 Bachelor Science Business Administration, Marketing
- School of Architecture, 2002 Special Major in Industrial Design

GREEN DOT PUBLIC SCHOOLS  
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**EXHIBIT D**  
**CONFLICT OF INTEREST POLICY**

# **CONFLICTS OF INTEREST POLICY**

## **GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

### **Article I Purpose**

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Washington State's ("GDPSWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPSWA 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 GDPSWA has a transaction or arrangement,
- b.** A compensation arrangement with the GDPSWA or with any entity or individual with which the GDPSWA 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 GDPSWA 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 GDPSWA 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 GDPSWA'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 GDPSWA 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 GDPSWA 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 GDPSWA, 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 GDPSWA 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 GDPSWA 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.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to GDPSWA'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, GDPSWA 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.

GREEN DOT PUBLIC SCHOOLS

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**EXHIBIT E**

**OTHER REVENUES AND EXPENSES**

7. Other Revenues – Public funding for charter school students.

23. Other Expenses:

**2014-2015:**

<b>School 1</b>	
Books, Educational Materials and Supplies	\$ 235,000
Other Student Related Expenses	\$ 75,000
Technology and Equipment	\$ 176,623
<b>Total</b>	<b>\$ 486,623</b>

**2015 – 2016:**

<b>Regional Office</b>	
RO-led School Staff Development	\$ 7,500
Operating Expenses	\$ 10,500
<b>Total</b>	<b>\$ 18,000</b>

<b>School 1</b>	
Books, Educational Materials and Supplies	\$ 46,000
Other Student Related Expenses	\$ 39,000
Technology and Equipment	\$ 24,947
Operating Expenses	\$ 100,000
Management and Authorizer Fees	\$ 190,030
<b>Total</b>	<b>\$ 599,977</b>

<b>School 2 (in development)</b>	
Books, Educational Materials and Supplies	\$ 235,000
Other Student Related Expenses	\$ 75,000
Technology and Equipment	\$ 163,203
<b>Total</b>	<b>\$ 473,203</b>

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<b>School 3 (in development)</b>	
Books, Educational Materials and Supplies	\$ 235,000
Other Student Related Expenses	\$ 75,000
Technology and Equipment	\$ 176,623
<b>Total</b>	<b>\$ 486,623</b>

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**EXHIBIT F**  
**CHARTER SCHOOL CONTRACT**

**WASHINGTON STATE  
CHARTER SCHOOL  
COMMISSION:  
SAMPLE CHARTER  
SCHOOL CONTRACT**



## INTRODUCTION

1.1 This agreement is executed on this \_\_\_\_ day of \_\_\_\_\_ 2\_\_\_\_ [MUST BE WITHIN 90 DAYS OF APPROVAL OF THE APPLICATION] by and between the Washington State Charter School Commission (the "Commission"), an agency of the State of Washington whose mission is to authorize high quality public charter schools throughout the state, and to ensure the highest standards of accountability and oversight for charter schools, and \_\_\_\_\_ (the "Applicant(s)"), a qualified nonprofit organization, to establish and operate the \_\_\_\_\_ CHARTER SCHOOL (the "School"), a public, common school under the Washington State Charter Schools law.

### I. RECITALS

2.1 WHEREAS, pursuant to Initiative Measure No. 1240, codified at RCW 28A.710, the people of the state of Washington provided for the establishment of public charter schools in the state of Washington.

[FOR NEW SCHOOLS]

2.2 WHEREAS, on [DATE], the Commission received an application for consideration of a charter school referred to as [NAME OF SCHOOL;] and

2.3 WHEREAS, on [DATE], the Commission approved the application subject to conditions outlined in Resolution #[NUMBER]; and

2.4 WHEREAS, on [DATE], the State Board of Education certified that approval of the application is in compliance with the maximum limit on the number of charter schools allowed under RCW 28A.710.150.

[FOR RENEWAL SCHOOLS]

2.2 WHEREAS, on [DATE], the Parties have previously entered into an agreement dated [DATE] for the establishment of the School; and

2.3 WHEREAS, on [DATE], the Parties' previous agreement will expire; and

2.4 WHEREAS, on [DATE], Commission received a renewal application from the School; and

2.5 WHEREAS, on [DATE], the Commission approved the application subject to conditions outlined in Resolution #[NUMBER].

NOW THEREFORE, in consideration of the mutual promises and other consideration recited in this agreement, the Parties agree as follows:

### II. AGREEMENT

#### 3.1 PURPOSE

As authorized by the Washington State Charter Schools law, RCW 28A.710, the Commission authorizes the establishment [OR continued operation] of the School with the aforementioned conditions, and on the terms and conditions set forth in this Charter School Contract (the "Contract").

### **3.2 MISSION**

The mission of the School is as follows:

[SCHOOL'S MISSION AS STATED IN ITS APPROVED CHARTER APPLICATION]

### **3.3 TERM OF AGREEMENT**

This Contract is effective [DATE – SCHOOL'S FIRST DAY OF OPERATION], and will terminate on [DATE – FIVE YEARS AFTER THE SCHOOL OPENS], unless earlier terminated as provided herein. Funding under this agreement shall not commence until the pre-opening process described in Appendix 1 has been completed to the satisfaction of the Commission, and the school begins to operate.

## **III. SCHOOL RIGHTS AND RESPONSIBILITIES**

### **3.1 PRE-OPENING CONDITIONS**

The School shall meet all of the Pre-Opening Conditions described in Appendix 1 by the identified dates. Failure to timely fulfill any material term of the Pre-Opening Conditions shall be considered a material and substantial violation of this Contract and may be grounds for Commission intervention, termination, or revocation of the Contract pursuant to the terms of the Contract and provisions of the law. The Commission may waive or modify the restrictions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown. The School may delay its opening for one school year. If the School requires a delay of more than one year, it must request an extension from the Commission in writing by the [DATE].

### **4.2 GOVERNANCE**

The School shall be governed by a board (the "Board") in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the Charter, and approval of the School's budgets.

The Board shall also have authority for and be responsible for policy and operational decisions of the School, and shall be the employer of school employees. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School.

The Board shall govern the School pursuant to the following terms and conditions:

**4.2.1 Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a public charter school and shall at all times be consistent

with all applicable law and this agreement. The articles of incorporation and bylaws are attached to this Contract as Appendix 2 (initially or as amended, the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Commission within five (5) business days of approval by the Charter Board.

**4.2.2 Composition.** The composition of the Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Board and each member's disclosure form are attached to this Contract as Appendix 3 (initially or as amended, the "Board Roster and Disclosures"). The Board shall notify the Commission of any changes to the Board Roster and Disclosures within five (5) business days of their taking effect and provide an amended Board Roster and Disclosures.

**4.2.3 Affiliation.** Notwithstanding any provision to the contrary in the Charter, Application, or the Articles and By-laws, in no event shall the Board, at any time, be composed of voting members of whom a majority are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The Commission may, at its sole discretion, waive this restriction upon a written request from the School.

**4.2.4 Conflicts of Interest.** On [DATE], the Charter Board adopted the Conflicts of Interest Policy attached to this agreement as Appendix 4 and shall at all times comply with its provisions. Any amendment to Appendix 4 must be adopted by the Charter Board and approved in writing by the Commission, which shall not be unreasonably withheld and may be with made without material amendment to this agreement.

**4.2.5 Ethics.** The Board shall comply with the provisions of the Ethics in Public Service Act, chapter 42.52 RCW and is responsible for ensuring that School employees, subcontractors, staff, and volunteers comply with the act and any associated Board policies. Violations of the Ethics in Public Service Act, or any similar statute, by the Board or School employees, subcontractors, staff, and volunteers may be considered a material and substantial violation of the Contract.

**4.2.6 Public Records.** The Board shall comply with the provisions of the Public Records Act, chapter 42.56 RCW and is responsible for ensuring that School employees, subcontractors, staff, and volunteers comply with the act and any associated Board policies. Violations of the Public Records Act may be considered material and substantial violations of the Contract.

**4.2.7 Record Keeping.** The School will comply with all federal, state, and Commission record keeping requirements including those pertaining to students, governance, and finance.

**4.2.8 Non-Commingling.** Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Commission. Additionally, public funds and assets received by the

School shall be tracked and accounted for separately, including maintenance of an inventory of assets purchased with public funds.

**4.2.9 Assets.** The School shall maintain a complete and current inventory of all school property. The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds. If the contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, any assets acquired in whole or in part with public funds shall be deemed to be public assets. Any assets acquired wholly with private funds shall be disposed of consistent with Washington non profit law, provided that the School must maintain records demonstrating that such assets have been acquired without the use of public funds. If the School's records fail to establish clearly whether an asset was acquired with the use of public funds, the assets shall be deemed to be public assets.

**4.2.10 Open Meetings.** The Charter Board shall maintain governing board-adopted policies, meeting agendas and minutes; shall make such documents available for public inspection, and shall otherwise conduct open meetings consistent with chapter 42.30 RCW, the Open Public Meetings Act. Failure to comply with the Open Public Meetings Act may be considered a material and substantial violation of the Contract.

### **4.3 CONTRACTING FOR SERVICES**

**4.3.1 Services Agreements and Partnerships.** Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, community partnership, state agency, or other entity for service related to the operation of the School consistent with the law and the terms of this Contract. The terms of such contracts for services shall be negotiated between the School and the other entity. Such contracts shall, at all times, be subject to the requirements of this Contract and will not relieve the School of its responsibilities under this Contract. This provision is subject to the limitations set out in the remainder of this Section of the Contract.

#### **4.3.2 Third-Party Education Service Provider.**

**a. Comprehensive Management Contracting.** The School shall not, without written approval of the Commission, contract with a third party to provide comprehensive (all or a substantial portion of the) services necessary to manage and operate the School. At least 120 days before the proposed effective date of a comprehensive services contract, the Education Service Provider and the School shall enter into a legally binding and enforceable contract that is subject to approval of the Commission and the requirements of this Contract. Appendix 5 contains Education Service Provider Agreement Guidelines that the School must observe.

**b. Comprehensive Management Contract Terms.** The Management Contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under state and federal law, and (ii) the extent of the Management Provider's participation in the organization, operation and governance of the School.

**c. Review by Commission.** No later than thirty (30) days prior to entering into the Management Contract, the School shall provide a copy of the Management Contract in proposed final form to the Commission. The Commission shall review the contract and determine whether it meets approval of the Commission.

**d. Representation by Attorney.** The School shall be represented by an attorney during the negotiation of the proposed Management Contract. Upon submission of the Management Contract for review by the Commission it shall be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider.

**e. Approval and Execution.** The Management Contract shall not be executed until the School is notified in writing by the Commission that the Management Contract meets its approval. The School shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Application without receiving prior written approval from the Commission.

#### **4.4 EDUCATIONAL PROGRAM**

**4.4.1 Design Elements.** The School shall implement and maintain the following essential design elements of its educational program, subject to modification with the Commission's written approval:

a. School grade levels. The School may serve students in grade xx through grade xx, except that the School shall only serve students in grades xx-xx in the first year of this Contract, and may add one grade per year for years xx through xx of this initial Contract.

b. School goals. [Insert School goals here]

c. School objectives. [Mission-specific School objectives should be inserted here.]

[INSERT ELEMENTS FROM APPROVED APPLICATION or ATTACH APPENDIX THAT SETS OUT THE COMPONENTS OF THE SCHOOL'S EDUCATIONAL PROGRAM]

**4.4.2 Content Standards.** The School's educational program shall meet or exceed basic education standards. The School is also subject to the supervision of the Office of the Superintendent of Public Instruction and the State Board of Education. Standards that must be met by the school include, but are not limited to:

a. Basic education, as provided in chapter 28A.150 RCW;

b. Instruction in the essential academic learning requirements and associated standards;

c. Participation in, and performance on, statewide student assessments;

d. Performance improvement goals and associated requirements;

- e. Accountability measures;
- f. State graduation requirements;
- g. Academic standards applicable to noncharter public schools;
- h. Standards and requirements contained in the Performance Framework; and
- i. Other state and federal accountability requirements imposed by law, regulation, policy or this Contract.

**4.4.3 Curriculum.** The School shall implement the curricula described in the Application, supplemented with such other curricula, which may be helpful to the School's academic progress to the extent that such curricula meet or exceed the Content Standards in Section 4.4.2 of this Contract. The School may, without seeking Commission approval, make reasonable modifications to its approved curriculum to permit the School to meet its educational goals and student achievement standards. Any modifications, either individually or cumulatively, that are of such a nature or degree as to cause the approved curriculum to cease to be in operation will require approval from the Commission and an amendment to this agreement.

**4.4.4 Graduation Requirements for High Schools.** The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

**4.4.5 Staff Qualifications.** Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.410 RCW, unless the instructional staff meets the requirements of RCW 28A.150.203(7). Instructional staff must also adhere to the code of professional conduct, ethical standards governing educator conduct, and associated laws and regulations. Certificated and licensed staff shall also be held accountable in accordance with the provisions of Title 28A RCW as well as any applicable state or federal laws

**4.4.6 Staff Training.** The School shall provide any training required by state or federal law.

**4.4.7 Student Assessment.**

The School shall participate in all testing programs required by the Office of the Superintendent of Public Instruction and the State Board of Education. The School shall comply with all assessment protocols and requirements as established by the Office of the Superintendent of Public Instruction and the State Board of Education, maintain test security, and administer the tests consistent with all relevant state and Commission requirements. The School shall follow professional and ethical standards in the conduct of testing.

**4.4.8 English Language Learners.**

The School shall at all times comply with all state and federal law applicable to the education of English language learners including, but not limited to, the Elementary and Secondary Education Act (ESEA),

Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974 (EEOA), and any state laws or regulations. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School will work to assure compliance with any and all requirements of state and federal law regarding services to English language learners.

#### **4.4.9 Students with Disabilities.**

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the "ADA"), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504"), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall also comply with all applicable federal and State laws, rules, policies, procedures and directives regarding the education of students with disabilities including, but not limited to, chapter 28A.155 RCW.

**4.4.10 Student Conduct and Discipline.** The School shall comply with laws and regulations of the state, county, or city relating to student discipline including, but not limited to, RCW 28A.150.300.

### **4.5 SCHOOL PERFORMANCE STANDARDS**

#### **4.5.1 School Performance Framework.**

- a. Annually, the School and Commission must set performance targets designed to help the School meet applicable federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the contract through amendment.
- b. The School shall annually Meet Standards or Exceed Standards on the Commission's Charter School Performance Framework set out in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract. The Charter School Performance Framework shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and organizational performance metrics set forth in the Application and not explicitly incorporated into the terms of this Contract. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Commission and will be binding on the School.
- c. The Commission shall monitor and periodically report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting shall take place at least annually in the format specified by the Commission.



d. The School's performance in relation to the indicators, measures, metrics and targets set forth in chapter 108-30 WAC, the requirements contained in chapter 28A.710 RCW, and the School specific performance measures set out in this Contract shall provide the basis upon which the Commission will base its decisions to renew, revoke, terminate or take other action on the Contract.

e. The Parties intend that, where this Charter references or is contingent upon state or federal laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments. The specific terms, form and requirements of the Performance Framework may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments occur, the Commission will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in the Charter.

f. The Commission reserves the right to amend the Charter School Performance Framework set out in chapter 108-30 WAC in accordance with the legal requirements that govern amendment of agency rules. The School will be required to comply with any amendments of the Charter School Performance Framework.

#### **4.6 PERFORMANCE AUDITS AND EVALUATION**

**4.6.1 Annual Performance Review.** The School shall be subject to a review of its academic, organizational, and financial performance at least annually and is required to provide by [DATE] of each year, all documentation listed in Appendix 6.

**4.6.2 Ongoing Quality Assurance.** The School shall be subject to ongoing quality assurance activities as described in Appendix 7.

#### **4.7 SCHOOL OPERATIONS**

**4.7.1 In General.** The School and the Charter Board shall operate at all times in accordance with all federal, state, and local laws, ordinances, rules, regulations and Commission policies, as the same may be amended from time to time.

**4.7.2 Public School Status.** The School shall be deemed a public, common school, and local education agency, subject to all applicable provisions of local, state and federal law and regulations, including but not limited to health and safety, parents' rights, civil rights, nondiscrimination laws, ethics in public service laws, public records laws, student assessment, assessment administration, data collection, reporting, grading, and remediation requirements. These requirements include, but are not limited to, those imposed under chapter 28A.642 RCW (discrimination prohibition); chapter 28A.640 RCW (sexual equality); the Individuals with Disabilities Education Improvement Act (20 U.S.C. Sec. 1401 et seq.); the Federal Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g), and the Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

**4.7.3 Nonsectarian Status.** The School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School shall not be to any extent under the control or direction of any religious denomination.

**4.7.4 Open Meetings and Public Records.** The School shall maintain and implement policies to ensure that it complies with all applicable laws and regulations relating to public meetings and records.

**4.7.5 Non-discrimination.** The School shall not discriminate against any student, employee or any other person on the basis of race, ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by state and federal civil rights and anti-discrimination laws.

**4.7.6 Commission's Right to Review.** The School will be subject to review of its operations and finances by the Commission, including related records, when the Commission, in its sole discretion, deems such review necessary.

**4.7.7 Administrative Records.** The School will maintain all administrative records, including student academic records, required by law and Commission policies and procedures, to the extent no waivers apply. The School agrees to make all administrative and student records promptly available to the Commission upon request.

**4.7.8 No Encumbrances.** The School will not encumber to any third party any of its assets without written permission of the Commission.

**4.7.9 Transactions with Affiliates.** The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Charter Board, or any employee past or present of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Ethics in Public Service Act; and
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member or employee or an individual related thereto; and
- c. The involved individual recuses him or herself from all Board discussions, and does not vote on or decide any matters related to such transaction; and
- d. The Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

**4.7.10 Student Welfare and Safety.** The School shall comply with all applicable federal and state laws concerning student welfare, safety and health, including but not limited to state laws regarding the

reporting of child abuse, accident prevention and disaster response, and any applicable state and local regulations governing the operation of school facilities.

**4.7.11 Health and Safety.** The School shall comply with the laws and regulations of the state, county, or city relating to health and safety, including requirements relating to notification of criminal conduct to law enforcement authorities.

**4.7.12 Transportation.** The School shall be responsible for providing students transportation consistent with the plan proposed in the approved application.

**4.7.13 Notification to Commission.**

a. Timely Notification. The School shall timely notify the Commission (and other appropriate authorities) in the following situations:

1. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted serious violations of law; or
2. Any complaints filed, or action taken, against the School by any governmental agency.

b. Immediate Notification. The School shall immediately notify the Commission of any of the following:

1. Conditions that may cause it to vary from the terms of this Contract, applicable Commission requirements, federal, and/or state law;
2. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility;
3. The arrest of any members of the Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
4. Misappropriation of funds;
5. A default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
6. Any change in its corporate status with the Washington Secretary of State's Office or status as a 501(c)(3) entity, if applicable.

**4.7.14 Compliance.** The School shall comply with all applicable federal and state laws, local ordinances, and Commission policies.

**4.7.15 Data and Reports.** The School shall timely provide to the Commission any data, documentation, evidence and reports necessary for the Commission to meet its oversight and reporting obligations as outlined in chapter 28A.710 RCW. Required reports include, but are not limited to those listed below along with projected due dates for the current school year. Timely notification shall be provided when

due dates are changed. Failure to provide reports, data, documentation, or evidence by the date due is a material violation of the Contract.

**4.7.16 Complaints.** The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the Board, not the Commission.

#### **4.8 SCHOOL CALENDAR**

The School shall adopt a School calendar with an instructional program that meets the compulsory school attendance requirements of state law, financial guidelines, and state regulations. Each year the School will develop a calendar and submit it to the Commission by May 1st. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.

#### **4.9 ENROLLMENT**

**4.9.1 Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a lottery that shall be publicly noticed and open to the public; however, the School must give an enrollment preference to siblings of already enrolled students. The School shall follow the enrollment policy approved by the Commission and incorporated into this agreement as Appendix 8.

**4.9.2 Maximum Enrollment.** The maximum number of students who may be enrolled in the first year of operation of the School shall be [NUMBER] students. This maximum enrollment is consistent with facilitating the academic success of students enrolled in the School and facilitating the School's ability to achieve the other objectives specified in the Contract. If the School wishes to enroll more than the maximum number of students listed above, it shall, before exceeding this number, provide evidence satisfactory to the Commission that it has the capacity to serve the larger population. The maximum enrollment shall not exceed the capacity of the School facility.

**4.9.3 Annual Enrollment Review.** As necessary, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the ability of its facility.

**4.9.4 Student Transfers and Exits.** Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. The School shall collect and report to the

Commission, in a format required or approved by the Commission, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain documentation.

**4.9.5 Right to Remain.** Pursuant to [STATE LAW], students who enroll in the School shall have the right to remain enrolled in the School through the end of the school year, absent expulsion, graduation, or court-ordered placement. Students who fail to attend the School as required by [STATE LAW] may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed, consistent with [STATE LAW] and Commission policy.

#### **4.10 TUITION AND FEES**

The School will not charge tuition. The School shall not charge any additional fees except as allowed by state law, but may charge fees for participation in optional extracurricular events and in the same manner and to the same extent as other public schools.

##### **4.11.1 SCHOOL FACILITIES**

**4.11.1 Accessibility.** The School facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to facility access.

**4.11.2 Health and Safety.** The School facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

**4.11.3 [FOR NEW SCHOOLS:] Location.** The School shall provide evidence that it has secured a location that is acceptable to the Commission by [DATE, YEAR]. After [DATE, YEAR,] the school may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission.

**4.11.3 [FOR RENEWAL SCHOOLS:] Location.** The location of the School shall be consistent with the Application and acceptable to the Commission. The School shall be located at LOCATION. The School may change its location only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in location of the School shall be consistent with the Application and acceptable to the Commission.

**4.11.4. [NON-CONVERSION] Construction/Renovation and Maintenance of Facilities.** The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it. The School will be responsible for ensuring compliance with all ADA accessibility requirements.

**4.11.4 [CONVERSION]** If the School occupies an existing facility owned by a local School District, responsibility for maintenance, construction and repairs shall be allocated in accordance with RCW 28A.710.230.

**4.11.5 Use of the Facility by the School.** The School will use the facility for the sole purpose of operating a public school as authorized by this Contract. Only those activities ordinarily incidental to the operation of a public K-12 school will be permitted on the School premises. The School will not conduct, nor will it permit, any activity that would threaten or endanger the health or safety of occupants, the structural integrity of the facility, or the insurability of the facility. The School may not lease, sublet, or otherwise grant to any third party any right to enter or use the premises without the written approval of the Commission, provided that the School may permit use of the facility by persons or groups associated with it for functions and activities consistent with the use of a public school building, and in accordance with a School policy that is submitted to the Commission for approval. Approval shall not be unreasonably withheld.

**4.11.6 Inspections.** The Commission will have access at all reasonable times to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract.

**4.11.7 Impracticability of Use.** If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School may move into that facility only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. The Commission shall not be obligated to provide an alternative facility for use by the School.

## **4.12 SCHOOL FINANCE**

**4.12.1 Legal and Accounting Compliance.** The School shall comply with all applicable state financial and budget rules, regulations, and financial reporting requirements, as well as the requirements contained in the Commission's Charter School Performance Framework, chapter 108-30 WAC. The School shall also adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance.

**4.12.2 Governance, Managerial and Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (5) an organizational chart; (6) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (7) internal control procedures for cash receipts, cash disbursements and purchases; and (8) maintenance of asset registers and financial procedures for grants

in accordance with applicable state and federal law. No payments shall be made to the school unless the school has demonstrated to the Commission's satisfaction that it has the appropriate controls in place.

**4.12.3 Annual Audit.** The School shall undergo an independent financial audit conducted in accordance with generally accepted auditing standards and performed by a certified public accountant each fiscal year. The results of the audit will be provided to the Commission in written form by the deadlines established by the Commission at the beginning of each school year. The School will pay for the audit. In addition, the School shall transmit the final trial balance to the Commission using the Washington chart of accounts with the submission of the annual independent financial audit. If such audit is not received by the deadline established by the Commission, it shall be considered a material and substantial violation of the terms of this contract and may be grounds for termination, revocation or other remedy as provided by this agreement.

**4.12.4 Quarterly Reports.** The School shall prepare quarterly financial reports for the Commission in compliance with generally accepted accounting principles. Such reports shall be submitted to the Commission by the deadlines established by the Commission at the beginning of each school year. Fourth quarter and year end reports shall be submitted with the annual independent financial audit.

**4.12.5 Accounting Methods and Records.** The School agrees to maintain financial records in accordance with the governmental accounting method required by the Commission and to make such records available promptly to the Commission upon request.

**4.12.6 State Accounting Requirements.** The School shall use and follow all policies and requirements issued by the Washington State Auditor's office concerning accounting for public school districts in the state of Washington.

**4.12.7 Financial Records and Separate Accounts.** The School shall record all financial transactions in general, appropriations, and revenue and expenditures records. In addition, the School shall make appropriate entries from the adopted budgets in the records for the respective funds, and shall maintain separate accounts for each of the funds.

**4.12.8 Location and Access.** The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the Commission, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained at the School Principal's administrative office, be posted and reconciled at least monthly, and be open for public inspection during reasonable business hours.

**4.12.9 Annual Budget Statement.** The governing board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.



**4.12.10 Filing and Notice.** The School shall comply with notice and filing requirements regarding the budget.

**4.12.11 Disbursement Procedures.** The School shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the School's budget.

**4.12.12 Compliance with Finance Requirements.** The School shall comply with any other legal requirements imposed on charter school finances, budgeting, accounting and expenditures. The Parties will collaborate to assure that they each remain reasonably current on the impact of any legal modifications on charter schools. The Parties agree that the School retains primary responsibility for compliance with the legal requirements associated with charter school finances, budgeting, accounting and expenditures.

#### **4.13 BUDGET**

**4.13.1 Annual Budgets.** On or before June 1st of each year, the School will submit to the Commission the School's proposed budget for the upcoming fiscal year (July 1st to June 30th). The School shall adopt a budget and an appropriation resolution for each fiscal year, prior to the beginning of the fiscal year. The budget shall:

- a. Be presented in a summary format which is consistent with accepted practice in the field;
- b. Be presented in a summary format that will allow for comparisons of revenues and expenditures among charter schools by pupil;
- c. Be presented in a format that itemizes expenditures of the School by fund and by pupil;
- d. Show the amount budgeted for the current fiscal year;
- e. Show the amount forecasted to be expended for the current fiscal year;
- f. Show the amount budgeted for the upcoming fiscal year;
- g. Specify the proposed expenditures and anticipated revenues arising from the contracting of bonded indebtedness by a capital improvement zone, if applicable;
- h. Not allow for expenditures, inter-fund transfers, or reserves in excess of available revenues and beginning fund balances;
- i. Reconcile beginning fund balance on a budgetary basis and on a modified accrual basis of accounting. The reconciliation shall include but need not be limited to the liability for accrued salaries and related benefits. The reconciliation shall be included with the final version of the amended budget and the annual audited financial statements; and
- j. The School shall not expend any monies in excess of the amount appropriated by resolution for a particular fund and may not have a contingency reserve in excess of [ANY LIMIT IMPOSED BY STATE LAW].

**4.13.2 School Funding.** The School will receive funding in accordance with the provisions of chapter 28A.710 RCW and associated rules and procedures.

#### **4.14 EMPLOYMENT MATTERS**

**4.14.1 No Employee or Agency Relationship.** Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

**4.14.2 Subcontract.** The School shall not subcontract the implementation of the total educational program without the written approval of the Commission.

**4.14.3 Retirement Plan.** The School is an employer and its employees are members of the public employees' retirement system to the extent authorized by law. RCW 41.040.025.

**4.14.4 Teacher Membership in Professional Organizations.** Teachers at the School have the right to join, or refrain from joining, any lawful organization for their professional or economic improvement and for the advancement of public education.

#### **4.14.5 Background Checks.**

a. The School will comply with the employee record check requirements in RCW 28A.400.303, and associated rules. The School agrees to obtain and retain copies of fingerprint and background checks for all employees, subcontractors, volunteers, and board members. This shall be an ongoing requirement; background checks will be periodically renewed to determine whether conduct has occurred post-employment. The School shall give notice to the Commission of any employee it finds who has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and of any employee who is convicted of a felony during the term of an employee's employment. The School shall also give notice to the Commission of any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW.

b. The Commission may conduct background checks of School employees as it deems necessary for the health and safety of students. Employee rosters and proof of background check clearance shall be provided to the Commission as required by the Charter School Performance Framework, chapter 180-30 WAC.

#### **4.15 INSURANCE AND LEGAL LIABILITIES**

**4.15.1 Insurance.** The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors

and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- a. Comprehensive general liability: \$[NUMBER]
- b. Officers, directors and employees errors and omissions: \$[NUMBER]
- c. Property insurance: As required by landlord
- d. Motor vehicle liability (if appropriate): \$[NUMBER]
- e. Bonding (if appropriate): Minimum amounts \$[NUMBER], Maximum amounts: \$[NUMBER]
- f. Workers' compensation: As required by state law

Such insurance contracts shall have the Commission named as an additional insured. The Commission may reasonably require the School to adjust the coverage and limits provided for under the terms of any particular contract or policy. The School will pay any deductible amounts attributable to any acts or omissions of the School, its employees, or agents.

**4.15.2 Insurance Certification.** The School shall, by [DATE] of each year, provide the Commission with proof of insurance as required by state law and Commission policy.

**4.15.3 Risk Management.** The School will promptly report to the Commission any and all pending or threatened claims or charges; promptly provide the Commission's counsel and risk manager with all notices of claims; cooperate fully with the Commission in the defense of any claims asserted against the Commission, its board members, agents or employees arising from or related to the operation of the School; and comply with the defense and reimbursement provisions of Washington state and the Commission's and the School's applicable insurance policies.

**4.15.4 Limitation of Liabilities.** In no event will the State of Washington, or its agencies, officers, employees, or agents, including, but not limited to the Commission, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

**4.15.5 Faith and/or Credit Contracts with Third Parties.** The School shall not have authority to extend the faith and credit of the Commission to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

**4.15.6 Indemnification.** To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the Commission, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any subcontractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the Commission and State for any claim arising out of or

incident to School's or any subcontractor's performance or failure to perform the contract. The obligation of indemnification includes all attorney fees, costs and expenses incurred by the Commission and/or State in defense of any suits, actions, grievances, charges and/or proceedings.

#### **4.16 ADDITIONAL SERVICES**

Except as may be expressly provided in this Contract, as set forth in any subsequent written agreement between the School and the Commission, or as may be required by law, neither the School nor the Commission shall be entitled to the use of or access to the services, supplies, or facilities of the other. Any service agreements between the Commission and the School shall be subject to all terms and conditions of this Contract, except as may be otherwise agreed in writing. The purchase of any services not expressly required under this contract or set forth in any subsequent written agreement between the School and the Commission or not required by law, shall not be a condition of the approval or continuation of this contract.

#### **4.17 PROVISION OF POLICIES TO THE COMMISSION**

Upon request, the School will furnish to the Commission copies of all written policies and procedures it may adopt with respect to any matter relating to its management, operations, and educational program.

### **IV. COMMISSION'S RIGHTS AND RESPONSIBILITIES**

**5.1.1 Oversight and Enforcement.** The Commission will manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its obligations as required by federal and state laws and regulations, the Performance Framework, as well as the terms of this Contract. This may include, but is not limited to, taking corrective action, development of corrective action plans, imposing sanctions, renewal, revocation, or termination of this Contract.

**5.1.2 Right to Review.** Upon request, the Commission, or its designee, shall have the right to review all records created, established or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state law and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law.

**5.1.3 Inspection of the Facility.** The Commission, or its designee, may make announced or unannounced visits to the School to fulfill its oversight responsibilities.

**5.1.4 Inquiries and Investigations.** The Commission may conduct or require oversight activities including, but not limited to, inquiries and investigations consistent with chapter 28A.710 RCW, regulations, and the terms of this Contract.

**5.1.5 Notification of Perceived Problems.** The Commission will notify the School of perceived problems about unsatisfactory performance or legal compliance within reasonable timeframes considering the

scope and severity of the concern. The School will be given reasonable opportunity to respond to and remedy the problem, unless revocation is warranted by law.

**5.1.6 Other Legal Obligations.** Nothing in this Contract will be construed to alter or interfere with the Commission's performance of any obligations imposed under federal or state law.

## **VI. BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION**

The grounds and procedures for termination of this Contract and dissolution of the School will be as follows:

**6.1.1 Termination by the Commission.** This Contract may be terminated, after written notice to the School, and the charter revoked by the Commission in accordance with the provisions of chapter 28A.710 RCW, and associated rules and policies. In order to minimize the disruption to students, the termination protocol developed pursuant to RCW 28A.710.210 will be followed.

The Commission may terminate the Contract for any of the following reasons:

- a. Any of the grounds provided for under chapter 28A.710 RCW, as it exists now or may be amended;
- b. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract;
- c. Failure to meet generally accepted standards of fiscal management;
- d. Substantial violation of any provision of law from which the School was not specifically exempted;
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements or other terms identified in the Contract;
- f. Bankruptcy or insolvency of the School; or
- g. The school's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

**6.1.2 Other Remedies.** The Commission may impose other appropriate remedies for breach including, but not limited to, imposing sanctions or corrective action to address apparent deficiencies or noncompliance with legal requirements. These may include a requirement that the School develop and execute a corrective action plan within a specified timeframe. Failure to develop, execute, and/or complete the corrective action plan within the timeframe specified by the Commission will constitute a material and substantial violation of the Contract.

**6.1.3. Termination by the School.** Should the School choose to terminate this Contract before the end of the contract term, it may do so in consultation with the Commission at the close of any school year and upon written notice to the Commission, students and their guardians, given at least one hundred and twenty (120) days before the end of the school year.

**6.1.4 Dissolution.** Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission will

supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

**6.1.5 Disposition of Assets upon Termination or Dissolution.** All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or purchased wholly with public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with Commission policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law, including, but not limited to RCW 28A.710.210, and the rules adopted thereto.

## VII. GENERAL

**7.1.1 Merger.** This Agreement, and all attachments, exhibits and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

**7.1.2 Amendments.** No amendment to this Contract will be valid unless ratified in writing by the Commission and the School's governing body and executed by authorized representatives of the Parties.

**7.1.3 Governing Law and Enforceability.** This Contract shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought hereunder shall be in the Superior Court for Thurston County.

**7.1.4 Severability.** If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

**7.1.5 No Waiver.** The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

**7.1.6 No Third-Party Beneficiary.** This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

**7.1.7 Non-Assignment.** Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

**7.1.8 Records Retention.** School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim or audit is started before

the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

**7.1.9 Order of Precedence.** The items listed below are incorporated by reference herein. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable Federal and Washington State Statutes and Regulations;
- b. Terms and Conditions of the Contract;
- c. Appendices; and
- d. Any other provisions incorporated by reference or otherwise into the Contract.

**7.1.10 Taxes.** The School shall be responsible for adherence to all state and federal tax laws and regulations including, but not limited to, all payments accrued on account of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the School's employees, subcontractors, staff and volunteers which shall be the sole liability of the School.

#### VIII. NOTICE

**8.1.1** Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

INSERT SCHOOL CONTACT/ADDRESS/PHONE

INSERT COMMISSION CONTACT/ADDRESS/PHONE

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective [DATE].

THE COMMISSION:

\_\_\_\_\_  
Steve Sundquist, Chair  
Washington State Charter School Commission

THE CHARTER SCHOOL BOARD:

\_\_\_\_\_  
\_\_\_\_\_, President  
\_\_\_\_\_  
\_\_\_\_\_  
Charter School Board



## **Appendices**

- Appendix 1 Pre-Opening Process and Conditions (Sample Provided)
- Appendix 2 Articles of Incorporation and Bylaws
- Appendix 3 Board Roster and Disclosures (Sample Disclosure Provided)
- Appendix 4 Conflict of Interest Policy
- Appendix 5 Education Service Provider Contract Guidelines (Sample Provided)
- Appendix 6 Identification of Documentation Required for Annual Performance Review
- Appendix 7 Ongoing Quality Assurance Requirements
- Appendix 8 Enrollment Policy

**Appendix 1**

**Sample Pre-Opening Conditions**

<b>TASK</b>	<b>DUE DATE</b>	<b>STATUS/NOTES</b>	<b>COMPLETE</b>
<b>Establishment of School:</b>			
Provide the proposed location of the School; identify any repairs/ renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.			
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.			
Provide evidence that students representing 50% of the projected fall membership have enrolled, including name, address, grade and prior school attended.			
Provide evidence that students representing 75% of the projected fall membership have enrolled, including name, address, grade and prior school attended.			
Document that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment.			
<b>School Governance:</b>			
Evidence that membership on the Board of Directors is complete; provide board roster with contact information for all board members , identification of officers, and conflict of interest disclosure and assurance.			
Schedule of Board Meetings (including date, time, and location for the 20__-20__ school year).			
Resume of each board member.			
Board-approved bylaws including satisfactory conflict-of-interest policy.			
Submit emergency contact information for the School Principal and other members of the management team.			
Provide an updated school calendar approved by the Board of Directors for the first year of the School's operation.			
Provide a copy of the School's emergency closure procedures.			
Written documentation that the School has			

completed criminal background checks on all school staff and volunteers that come into direct contact with the School's students.			
Copy of Employee Handbook, including at a minimum expectations for employee performance and behavior, compensation and benefit information, emergency response information, pay rates and/or salary scale(s), annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.			
<b>Budget:</b>			
Submit the names of 1) individual(s) authorized to expend School funds and issue checks; and 2) individual(s) responsible for review and monitoring of monthly budget reports.			
Provide evidence that the Principal has completed training on child abuse and neglect reporting or has comparable experience.			
Provide a copy of an updated budget for the school year with evidence that it has been approved by the Board of Directors.			
Provide proof of insurance as set forth in the Contract.			

**Appendix 3**

**SAMPLE**

**(Name) Contract School  
Board Member Certification Form**

Note: The purpose of this document is to provide disclosure. The ABC Contract School ('the School') Board operates according to its own bylaws and applicable law in regard to conflicts of interest. This form is a public document and will be available at the School for inspection by other board members, the staff, or the community. In addition, a copy of the form will be sent to the Commission.

**Background**

1. Full legal name:
2. I affirm that I am at least 18 years of age by the date of appointment to the ABC School Board.  
 Yes, I affirm.
3. Indicate whether you have ever been convicted or pled "no contest" of one or more of the following:
  - a. a misdemeanor related to honesty or trustworthiness, or
  - b. a felony.  
 Does not apply to me.  
 Yes

If the answer to this question is yes, please provide details of the offense, the date, disposition, etc., in the space below.

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4. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or Commission attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

- Does not apply to me.  
 Yes

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**Board Member Certification Form (continued)**

**Conflicts**

1. Indicate whether you, your spouse, or anyone in your immediate family meets either of the following conditions:

- a. is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- b. any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

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2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's board or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If yes, please provide additional information.

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**Disclosures for Schools Contracting with an Educational Service Provider**

1. Indicate whether you, your spouse, or any immediate family member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

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**Board Member Certification Form (continued)**

**Conflicts for Schools Contracting with an Educational Service Provider**

1. Indicate whether you, your spouse or other immediate family members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
- Yes

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2. Indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

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**Other**

1. I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, \_\_\_\_\_, certify to the best of my knowledge and ability that the information I am providing to the \_\_\_\_\_ [Commission] in regard to my application to serve as a member of the board of directors of the \_\_\_\_\_ Contract School is true and correct in every respect.

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Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 5

### Education Service Provider (ESP) Agreement Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract school's board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Contract school. No provision of the ESP agreement shall prohibit the Contract school board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Washington Sunshine Law.
4. An ESP agreement shall not restrict the Contract school board from waiving its governmental immunity or require a Contract school board to assert, waive or not waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract school board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract school be placed in the Contract school's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the Contract school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract board; or 2) the Contract board may advance funds to the ESP for the fees or expenses associated with the Contract school's operation provided that documentation for the fees and expenses are provided for Contract school board ratification.
7. ESP agreements shall provide that the financial, educational and student records pertaining to the Contract school are Contract school property and that such records are subject to the provisions of the Washington Open Records Act. All Contract school records shall be physically or electronically available, upon request, at the Contract school's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract school's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract school will be made available to the Contract school's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract school.
10. If an ESP purchases equipment, materials and supplies on behalf of or as the agent of the Contract school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the Contract school.
11. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the Contract school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.



12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract school owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract school; or (ii) were developed by the ESP at the direction of the Contract school governing board with Contract school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract school or that are not otherwise dedicated for the specific purpose of developing Contract school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract school are subject to state disclosure laws and the Open Records Act.

13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract school. If the ESP leases employees to the Contract school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract school or working on Contract school operations. If the Contract school is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract school board that the employment structure qualifies as employee leasing.

14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract school board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the school.

15. Marketing and development costs paid by or charged to the Contract school shall be limited to those costs specific to the Contract school program, and shall not include any costs for the marketing and development of the ESP.

16. If the Contract school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.

**PROPOSED GOVERNING BYLAWS  
OF  
GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**  
(a Washington 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 Washington as the Board of Directors shall from time to time designate. The corporation may also have such other offices within the State of Washington 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 of Directors (“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.

**3.2 Authorized Number**

The authorized number of Directors shall be not less than three (3) and nor 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 number of Directors may be changed from time to time by amendment to these Bylaws, provided that no decrease in the number shall have the effect of shortening the term of any incumbent Director.

**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 Initial Directors**

The initial Directors named in the Articles of Incorporation shall serve until the first annual meeting of the Board.

#### **3.4.2 Successor Directors**

Successor Directors shall be elected each year at the annual meeting of the Board by the affirmative vote of a majority of the Directors then in office.

#### **3.4.3 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. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

#### **3.4.4 Removal of Directors**

A Director may be removed with or without cause at any time by the majority vote of the Directors then in office.

#### **3.4.5 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 Washington Nonprofit Act, or if the authorized number of Directors is increase.

In the event of any vacancy of the Board, the position of Director may be filled by the affirmative vote of a majority of the remaining Directors even if less than a quorum of the Board. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

### **3.5 Term of Office**

Unless a Director dies, resigns or is removed, he or she shall hold office until the next annual meeting of the Board or until his or her successor is elected, whichever is later.

## **ARTICLE 4. MEETINGS**

### **4.1 Open Public Meetings Act**

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Open Public Meetings Act set forth in RCW 42.30. Except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be open and public, and all personnel shall be permitted to attend any meeting of the Board. The Board shall not act 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, provided that, except as otherwise permitted by the Open Public Meetings Act, all meetings of the Board shall be held within Washington, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Washington 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 Open Public Meetings Act, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

#### **4.4.1 Presentation to the Board/Agenda Items**

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

#### **4.4.2 Presentation to the Board/Non-Agenda Items**

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under the corporation's established complaint procedure.

#### **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 Request to Address the Board**

“Request to Address the Board” cards shall be available in the Board meeting room prior to the beginning of each meeting. Members of the public who seek to address the Board on an agenda item or during time allotted for oral communications shall complete a “Request to Address the Board” card and give it to the Board Chairperson or designee no later than ten minutes prior to the commencement of the meeting.

#### **4.4.5 Preparation of the Board Agenda**

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

#### **4.4.6 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.

### **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) Delivered to each local newspaper of general circulation and local radio or television station that has on file with the Board a written request to be notified of such special meeting or of all special meetings;
  - (b) 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
  - (c) 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 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, as defined by RCW 42.30.070, 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 of RCW 42.30.070 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 section 4.11, "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. 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 standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize 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 Audit Committee**

The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the

Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

#### **5.1.4 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.

#### **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.

## **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 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 meeting 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 Boards, 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 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 and the Treasurer to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

## **ARTICLE 7. CORPORATE RECORDS AND REPORTS**

### **7.1 Public Records Requirements**

The corporation shall comply with the Public Records Act as set forth in RCW 42.56.



## **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 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. In addition, the corporation may not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220.

### **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**

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 assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed to one or more organizations each of which is then described in Section 501(c)(3) of the Code.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to RCW 28A.710.220 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 at any meeting of the Board. During any period that the corporation is operating a charter school pursuant to a charter petition approved by a school district, these Bylaws may not be amended in a manner that materially alters the charter, without the consent of

the authorizing school district or other Washington legislative body, if such consent is required under the charter.

### **Certificate of Secretary**

The undersigned Secretary of Green Dot Public Schools Washington State (“Corporation”), a Washington non-profit 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 \_\_\_\_\_ in compliance with the Bylaws of the Corporation and in compliance with the notice, agenda and \_\_\_\_\_ and at which a quorum of the Board was present and acting throughout the meeting.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Board Secretary

**RESOLUTION OF THE BOARD OF DIRECTORS**  
**OF**  
**GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

The Board of Directors of Green Dot Public Schools Washington State (hereinafter "GDPSWA"), a Washington nonprofit corporation duly organized under the laws of the State of Washington, hereby approve the following resolutions.

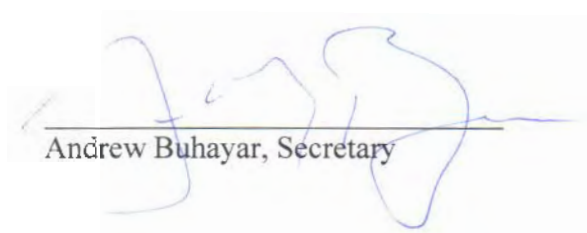
RESOLVED, that the following named persons shall be, and hereby are appointed Officers of the GDPSWA to serve for a period of one year or until their successors are appointed and qualify:

Chair:	Kimherly Mitchell
Executive Director:	Megan Quaile
Secretary:	Andrew Buhayar

RESOLVED, that the Bylaws as presented to the Board of Directors in the form attached hereto as Exhibit A are hereby adopted and ratified and filed in the corporate minute book.

RESOLVED, that the application for Tax-exempt status (Form 1023 including attachments) in the form attached hereto as Exhibit B are approved for filing with the Internal Revenue Service and a copy is filed in the corporate minute book.

RESOLUTION adopted this 20<sup>th</sup> day of November, 2013.

  
\_\_\_\_\_  
Andrew Buhayar, Secretary

## STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the applicant group (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of GREEN DOT PUBLIC SCHOOLS WASHINGTON are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budget, personnel and educational programs;
2. The School is either a public benefit nonprofit corporation as defined in RCW 24.03.490, or a nonprofit corporation as defined in RCW 24.03.005 that has applied for tax exempt status under section 501(c)(3) of the internal revenue code of 1986 (26 U.S.C. Sec. 501(c)(3)), shall not be a sectarian or religious organization, shall meet all of the requirements for a public benefit nonprofit corporation before receiving any funding under RCW 28A.710.220, shall be governed by an independent governing board, and shall be operated according to the terms of a charter contract executed with Spokane Public Schools;
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
  - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.);
  - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g);
  - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.);
  - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law;
  - e. Compliance with the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments;
  - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681);

g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); and

h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).

4. The School shall hire, manage, and discharge any charter school employee in accordance with the terms of Chapter 28A.710 RCW and the school's charter contract;

5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school;

6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's board maintains oversight authority over the charter school;

7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations;

8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed;

9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received pursuant to RCW 28A.710.220;

10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state;

11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt;

12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate Chapter 28A.710 RCW or any other state laws;



13. The School shall issue diplomas to students who meet state high school graduation requirements established under RCW 28A.230.090 even though the charter school board may establish additional graduation requirements;
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain;
15. The School shall operate according to the terms of its charter contract and the provisions of Chapter 28A.710 RCW;
16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts, including but not limited to chapter 28A.642 RCW (discrimination prohibition), chapter 28A.640 RCW (sexual equality), RCW 28A.605.030 (student education records, RCW 28A.320.125 (safe school plans), and chapter 28A.210 RCW (health and screening requirements);
17. The School shall provide basic education, as provided in RCW 28A.150.210, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system as developed under RCW 28A.655.070 and in accordance with the requirements of chapter 28A.710 RCW;
18. The School shall employ certificated instructional staff as required in RCW 28A.410.025, provided that the Schools may hire noncertificated instructional staff of unusual competence and in exceptional cases as specified in RCW 28A.150.203(7);
19. The School shall comply with the employee record check requirements in RCW 28A.400.303;
20. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance;
21. The School shall comply with the annual performance report under RCW 28A.655.110;
22. The School shall be subject to the performance improvement goals adopted by the state board of education under RCW 28A.305.130;
23. The School shall comply with the open public meetings act in chapter 42.30 RCW and public records requirements in chapter 42.56 RCW;
24. The School shall be subject to and comply with all legislation governing the operation and management of charter schools;
25. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract;

26. The School shall not engage in any sectarian practices in its educational program, admissions or employment policies, or operations;
27. The School shall be subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise expressly provided by law;
28. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any student regardless of his or her location of residence;
29. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do other public schools;
30. If the School is a conversion charter school, it shall provide sufficient capacity to enroll all students who wish to remain enrolled in the school after its conversion to a charter school, and may not displace students enrolled before the chartering process;
31. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery to ensure fairness, however, the School must give an enrollment preference to siblings of already enrolled students;
32. The School's Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility;
33. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property;
34. The School has disclosed any real, potential or perceived conflicts of interest that could impact the approval or operation of the School;
35. The School shall, within ninety days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by Chapter 28A.710 RCW and Chapters 108-10, 108-20 and 108-30 WAC, as well as future rules adopted by the Commission;
36. The School shall meet any reasonable preopening requirements or conditions imposed by the Commission, including but not limited to requirements or conditions to monitor the start-up progress of the School and to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening;

37. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action pursuant to RCW 28A.710.180;
38. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission pursuant to Chapter 28A.710 RCW;
39. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law, including but not limited to the requirements imposed by RCW 28A.710.190 and .200;
40. The School shall comply with any nonrenewal of termination actions imposed by the Commission pursuant to Chapter 28A.710 RCW and duly adopted rules of the Commission;
41. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools;
42. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics;
43. If a new charter school, the School shall not seek or be eligible for local levy moneys approved by the voters unless expressly authorized by law;
44. If a conversion charter school, the School shall be responsible for routine maintenance of the facility it is using including, but not limited to, cleaning, painting, gardening, and landscaping;
45. The School shall, at all times, maintain all necessary and appropriate insurance coverage;
46. The School shall indemnify and hold harmless the Commission and its officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation;
47. The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with the application and to provide such additional information as may be required by the Commission;
48. The School has not been assisted by any current or former employee of the state of Washington whose duties relate or did relate to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, the School has described them in full detail on a separate page attached to this document.

49. The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.

50. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if our application is approved the specific terms and provisions of the contract will be negotiated.

51. The School grants the Commission, or its representatives, the right to contact references and others, who may have pertinent information regarding the ability of the School, its board members, proposed management and lead staff to perform the services contemplated by this RFP.

52. The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.

53. The School is submitting proposed Contract exceptions or changes:  Yes  No.  
If Contract exceptions are being submitted, the School has attached them to this form.

54. All of the information submitted in the Application is true, correct, complete, and in compliance with Chapter 28A.710 RCW as well as Chapters 108-10 and 108-20 WAC.

GREEN DOT CHARTER MIDDLE SCHOOL

NAME OF SCHOOL



SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

11.21.13  
DATE

Megan Waite  
NAME OF DULY AUTHORIZED REPRESENTATIVE

STATEMENT OF ASSURANCE NO. 48 – ASSISTANCE FROM CURRENT AND FORMER EMPLOYEES OF WASHINGTON STATE

Julia (Warth) Suliman, a policy analyst at the State Board of Education (SBE) since October 2013, previously worked at the Washington State Charter Schools Association (WSCSA) from May 2013 - September 2013. WA Charters, a statewide nonprofit organization that supports the start-up of high-quality public charter schools, has provided technical assistance and support to GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE in the preparation of this application. Julia has not provided any assistance to GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE since leaving WA Charters for SBE in September 2013.

If you have questions or need additional information about Julia's role at WSCSA, please contact Brianna Dusseault at [206-832-8505](tel:206-832-8505) or [bree@wacharters.org](mailto:bree@wacharters.org). Information about WSCSA is available at [www.wacharters.org](http://www.wacharters.org).

## **STATEMENT OF ASSURANCE NO. 50 - CONTRACT EXCEPTIONS**

Green Dot Public Schools Washington State (“Green Dot”) greatly appreciates that the Washington State Charter Schools Commission (“Commission”) prepared the “Sample Charter School Contract” (“Contract”) for Green Dot’s review and feedback in advance of its application submission. Green Dot warmly welcomes the opportunity to open and operate charter schools in Washington and is enthusiastic to finalize the Contract in an efficient and transparent manner. To this end, and pursuant to Statement of Assurances No. 50, Green Dot provides the following list of exceptions to the Contract’s terms, which is not intended to be an exhaustive list, but rather highlights negotiable issues that are known by Green Dot to be important from its experience of operating successful charter schools.

### **Section III, School Rights and Responsibilities**

#### **3.1, Pre-Opening Conditions**

Paragraph 3.1, Pre-Opening Conditions, should be Paragraph 4.1.

The phrase “revocation of the Contract” is unclear as to whether revocation of the Contract amounts to revocation of the Charter.

#### **4.2, Governance**

- The Contract’s provisions should be in accordance with applicable state, federal, and local law.

#### **4.2.3, Affiliation**

- The terms “Charter” and “Application” are not sufficiently defined to determine the differences between the two terms. The term “affiliated” is also undefined for purposes of this Paragraph.
- The Commission’s ability to waive the restriction should not be unreasonably withheld.

#### **4.2.4, Conflicts of Interest**

- No guidelines or procedures appear to exist regarding the Commission’s approval of any Conflicts of Interest Policy.

#### **4.2.5, Ethics**

- Washington’s Ethics in Public Service Act does not appear to apply to charter schools.
- The term “similar statute” is undefined and does not appear to provide Green Dot with notice of any such statute.
- The consequences of “a material and substantial violation of the Contract” are unclear.

#### **4.2.6, Public Records**

- The consequences of “a material and substantial violation of the Contract” are unclear.

#### **4.2.7, Record Keeping**

- Green Dot shall comply with all applicable federal, state, and Commission record keeping requirements.

#### 4.2.9, Assets

- The language does not contemplate scenarios in which it may be appropriate for assets acquired in whole or in part with public funds to be transferred to another charter school under Green Dot’s administration under another charter authorized by the Commission.

#### 4.2.10, Open Meetings

- The consequences of “a material and substantial violation of the Contract” are unclear.

#### 4.3.1, Services Agreements and Partnerships

- The law referred to therein should be “applicable law.”

#### 4.3.2(a), Third-Party Education Service Provider, Comprehensive Management Contracting

- The terms “Education Service Provider” and “necessary to manage and operate” are undefined. As a result, it is unclear to which services this paragraph pertains.

#### 4.3.2(b), Third-Party Education Service Provider, Comprehensive Management Contract Terms

- The terms “Management Contract” and “Management Provider” are undefined.

#### 4.3.2(c), Third-Party Education Service Provider, Review by Commission

- No guidelines or procedures appear to exist regarding the Commission’s review of the Management Contract (however defined). Regardless, any such approval should not be unreasonably withheld.

#### 4.3.2(e), Third-Party Education Service Provider, Approval and Execution

- The term “comprehensive school management services” is undefined.

#### 4.4.1 (a), Design Elements, School Grade Level

- The term of the limitation to add only one grade per year is undetermined. Depending on how long the limitation with persist; such limitation in the long term may be not in the best interests of Washington students and Green Dot.

#### 4.4.2 (b-g), Design Elements, School Grade Level

- Subparagraphs b-g are unclear as to where such standards derive and do not clearly define “associated standards” and “associated requirements.”

#### 4.4.5, Staff Qualifications

- Green Dot makes an exception to the requirement that all certificated administrators must maintain active certification. Further, it is unclear as to which administration this requirement applies.

#### 4.4.6, Staff Training

- The language is unclear as to which trainings are applicable to Washington charter school employees.

#### 4.4.7, Student Assessment

- The term “professional and ethical standards” is undefined and/or does not reference specific standards.



#### 4.4.8, English Language Learners

- It is unclear whether must hire employees to hire teachers specifically for English language learners. Green Dot assumes that its employees will be able to provide all services for which they are credentialed.

#### 4.4.10, Student Conduct and Discipline

- Student discipline laws typically do not derive from counties or cities.

#### 4.5.1(d), School Performance Framework

- RCW 28A.710.200 sets forth four reasons for revocation of the charter contract. As a result, the performance measures set out in the Contract should not be a sole basis for revocation of a school's charter.

#### 4.5.1(e-f), School Performance Framework

- The term "Charter" is undefined and unclear whether its use is synonymous with the Contract.
- Green Dot should not be expected to meet materially different performance requirements than those they understood and agreed to when the charter was approved.

#### 4.6.1, Annual Performance Review

- Green Dot has yet to receive Appendix 6 and, thus, makes an exception pending its review.
- The date by which to provide its performance data is undetermined. This timing of this ultimate date may hinder Green Dot's ability to provide complete data.

#### 4.6.2, Ongoing Quality Assurance

- Green Dot has yet to receive Appendix 7 and, thus, makes an exception pending its review.

#### 4.7.1, In General

- Green Dot and its Board of Directors shall operate at all times in accordance with all applicable laws, regulations, rules, ordinances, and policies.

#### 4.7.1, In General

- The language includes laws not applicable to charter schools (e.g., ethics in public service laws, grading, remediation requirements).

#### 4.7.7, Administrative Records

- Green Dot will maintain records required by applicable laws and Commission policies and procedures.
- The term "promptly" is undefined. Green Dot will make records available as soon as practicable or "promptly" to the greatest extent practicable.

#### 4.7.8, No Encumbrances

- The Commission's written permission should not be unreasonably withheld.

#### 4.7.9, Transactions with Affiliates

- The term "affiliate" is undefined.

#### 4.7.9, Transactions with Affiliates

- The Ethics in Public Service Act does not apply to charter schools.

#### 4.7.11, Health and Safety

- Green Dot shall comply with all applicable laws and regulations of the state, county, or city relating to health and safety.

#### 4.7.13(a), Notification to Commission, Timely Notification

- The following terms are undefined: (1) “timely;” (2) “discipline;” (3) “misconduct;” (4) “behavior that may have resulted in harm to students or others;” (5) “serious violations of law;” and (6) “complaint.” Without specificity, the Commission would be constantly notified of every disciplinary matter regardless of the severity.

#### 4.7.13(b), Notification to Commission, Immediate Notification

- Green Dot makes an exception insofar as the school must be aware of the conditions requiring immediate notification.
- The term “funds” used throughout this subparagraph is undefined. In other words, it is unclear as to which funds the Commission refers.

#### 4.7.15, Data and Reports

- It is unclear as to when the referenced data, documentation, evidence, and reports must be provided to the Commission, either by the Commission’s request or at particular dates.
- The term “timely” used throughout the paragraph is undefined.
- The consequences of “a material violation of the Contract” are unclear.

#### 4.8, School Calendar

- Green Dot shall meet the compulsory school attendance requirements of all applicable state laws, financial guidelines, and state regulations.
- Any approval from the Commission should not be unreasonably withheld.

#### 4.9, Maximum Enrollment

- This paragraph sets a maximum number of students who may enroll in contradiction to RCW 28A.710.050(5).

#### 4.9.1, Enrollment Policy

- Preference is limited to only “siblings of already enrolled students.”

#### 4.9.3, Annual Enrollment Review

- The term “charter contract” is undefined and unclear whether its use is synonymous with the Contract.

#### 4.9.4, Student Transfers and Exits

- The language does not contemplate students of majority age.

#### 4.9.5, Right to Remain

- The language does not address students receiving special education and related services.
- The placeholders for state law are not determined.

#### 4.11.1, Accessibility

- The requirements should be applicable to “public school” facility access.

#### 4.11.3, [FOR NEW SCHOOLS:] Location

- The written approval from the Commission should not be unreasonably withheld.

#### 4.11.4, [NON-CONVERSION:] Construction/Renovation and Maintenance of Facilities

- The school should be responsible to the extent agreed upon in any referenced lease.
- The school will comply with all applicable ADA accessibility requirements.

#### 4.11.6, Inspections

- The Commission should have access “. . . at all reasonable time and frequency to any facility . . .”

#### 4.11.7, Impracticability of Use

- The written approval from the Commission should not be unreasonably withheld.
- The terms and conditions need to be specified or provide the mechanism for their creation, including, but not limited to, Green Dot’s ability to negotiate such terms and conditions.

#### 4.12.2, Governance, Managerial and Financial Controls

- The numbering is incomplete within the language of the paragraph.
- The term “payments” located in the last sentence is undefined. Also, the last sentence does not specify a timeline or any guidelines should the school fail to demonstrate to the Commission’s satisfaction.

#### 4.12.3, Annual Audit

- The term “final trial balance” is undefined.
- This paragraph appears to require unnecessary multiple audits (i.e., a private financial audit in addition to financial examinations and audits as determined by the state auditor).

#### 4.12.4, Quarterly Reports

- The paragraph fails to specifically identify what is included in the quarterly financial reports.

#### 4.12.5, Accounting Methods and Records

- The paragraph requires a particular accounting method (i.e., the governmental accounting method).
- The term “promptly” is undefined.

#### 4.12.6, State Accounting Requirements

- The school will use and follow all applicable policies and requirements.

#### 4.12.10, Filing and Notice

- The term “notice and filing requirements” and any related procedures are undefined.

#### 4.13.1, Annual Budgets

- The timeline does not contemplate when the state’s budget is determined later than June 1 of each year.
- The state law is not determined.

#### 4.14.2, Subcontract

- The written approval from the Commission should not be unreasonably withheld.

#### 4.14.3, Retirement Plan

- Green Dot is the employer rather than the school itself and the language should acknowledge the charter management organization.

#### 4.14.5(b), Background Checks

- The language is unclear regarding which entity will pay for any background check conducted pursuant to this paragraph.
- Background checks should only apply to subcontractors and volunteers if they have regular, unsupervised access to students.

#### 4.15.1, Insurance

- The state law is not determined.

#### 4.15.2, Insurance Certification

- The date by which proof of insurance must be provided is not determined.

#### 4.15.3, Risk Management

- The terms “claims,” “charges,” and “promptly” are undefined.

#### 4.15.5, Faith and/or Credit Contracts with Third Parties

- Green Dot should be able to enter into a contract that would bind the Commission if it provides written and approved consent.

#### 4.15.6, Indemnification

- The Commission should indemnify Green Dot in a reciprocal manner.

### **Section IV, Commission’s Rights and Responsibilities**

#### 5.1.1, Oversight and Enforcement

- The process to oversee the school’s performance under the Contract is unclear.

#### 5.1.2, Right to Review

- No apparent timeline exists in which to produce records for inspection upon the Commission’s request.

### **Section VI, Breach of Contract, Termination, and Dissolution**

#### Format Error

- The Roman numerals are missing (“Section V”)

#### 6.1.1(g), Termination by the Commission

- The school’s performance does not contemplate short-term growth that may still land in the bottom quartile of schools on the State Board of Education’s accountability index.

#### 6.1.2, Other Remedies

- The term “apparent” should be stricken in the paragraph’s first sentence.

#### 6.1.3, Termination by the School

- The language does not contemplate when guardians are unreachable within the 120-day timeline.

#### 6.1.4, Dissolution

- The Contract should be separate from the charter, so the Contract should be able to be terminated independent of the charter’s revocation and/or closure of the school.
- Green Dot should be responsible for winding up the school.

### **Section VII, General**

#### 7.1.9, Order of Precedence

- The charter does not appear in this list.

#### **Appendix 3**

- The term “Education Service Provider” is not defined.

#### **Appendix 5**

- The term “Education Service Provider” is not defined.

#### **Universal Exceptions**

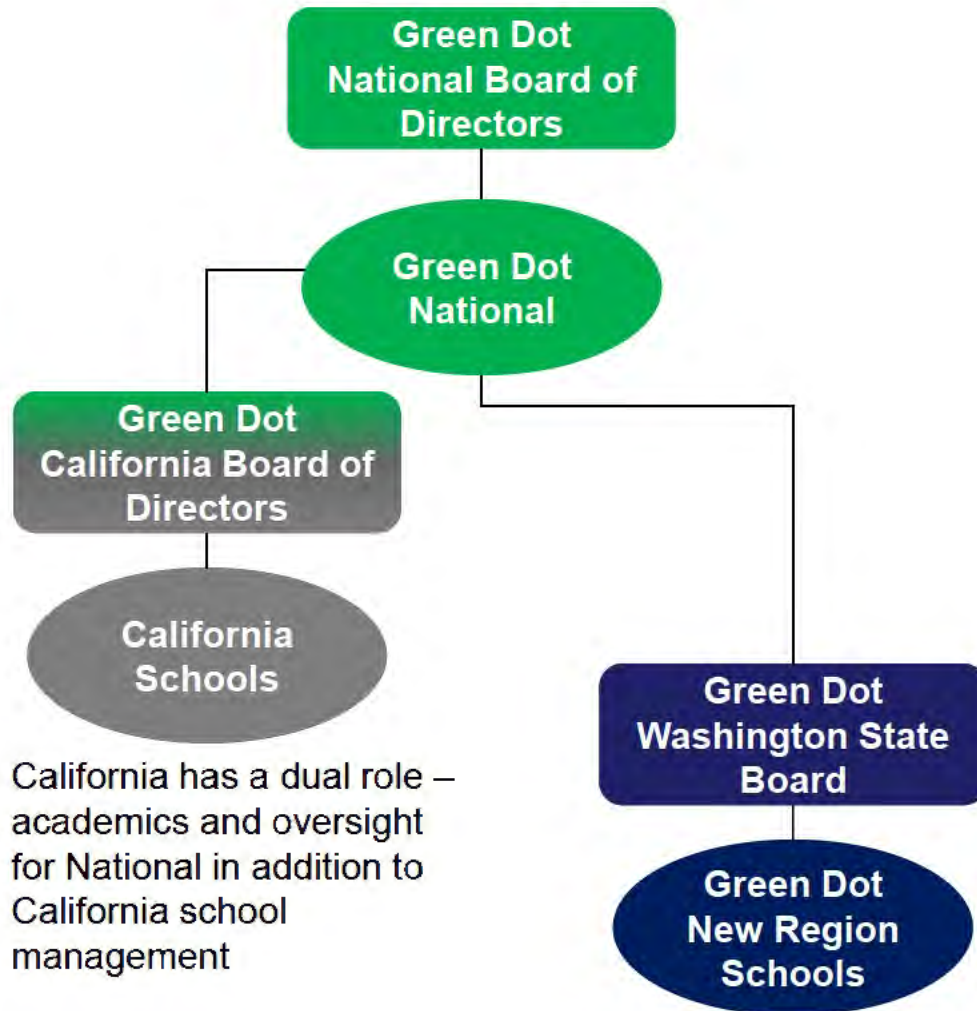
- Statement of Assurance No. 50 does not allow Green Dot to negotiate over key terms of the Contract, which is contrary to Washington law that states that charter authorizers are responsible for “negotiating . . . charter contracts with each authorized charter school.” (RCW 28A.710.100(1)(d).)
- Clarity of terms throughout is needed, especially with regard to the use of “Contract,” “Charter,” “School,” “Board,” “Charter School Board,” and others. The Contract will be entered into by the school’s charter management organization and Green Dot wants to ensure that clarity exists between the parties entering into the Contract.
- The exceptions listed above do not address items that are silent are not specified in detail in the Contract. Accordingly, Green Dot reserves the right to supplement this list of exceptions and negotiate additional revisions to the Contract.

Green Dot thanks the Commission for its review of the foregoing exceptions. Green Dot looks forward to discussing any proposed revisions to the Contract to commence a fruitful and collaborative relationship with the Commission and the state of Washington.

## Attachment #13 – Green Dot Washington State Organization Chart

# Green Dot Public Schools Proposed Governance Structure

Green Dot is in the process of transitioning to a new structure



California has a dual role – academics and oversight for National in addition to California school management

## Types of Control National May Exercise

- Appointing and removing Directors of the Regional Boards where allowed
- Providing services and having regions sign a shared services agreement
- Providing input into hiring and firing of Executive Directors, and retaining hiring and firing power if possible
- Leading screening of Principal Candidates
- Training leaders and building loyalty
- Licensing the Green dot brand to regions

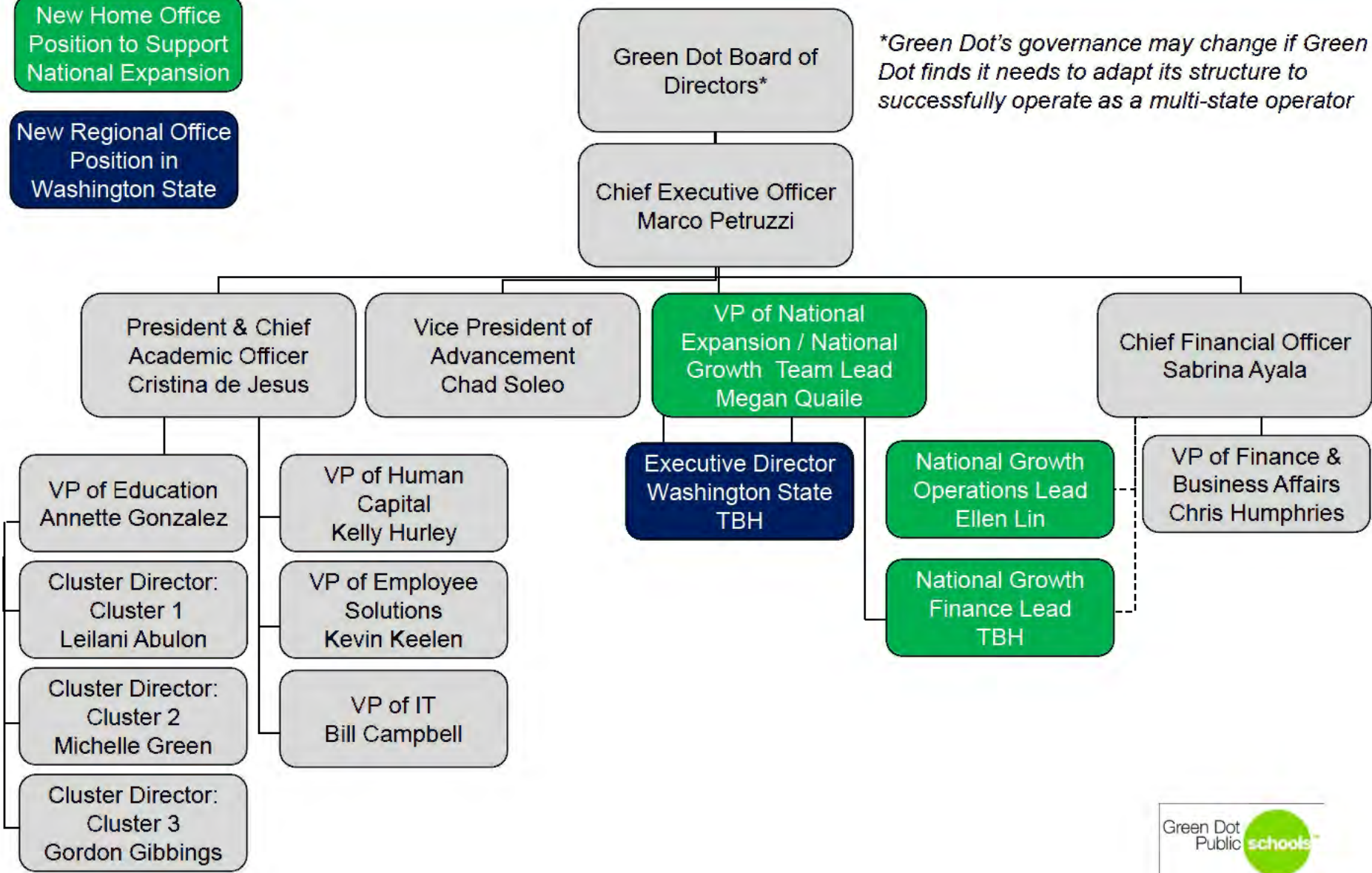


# Green Dot Public Schools Management Team – Years 1 and 5

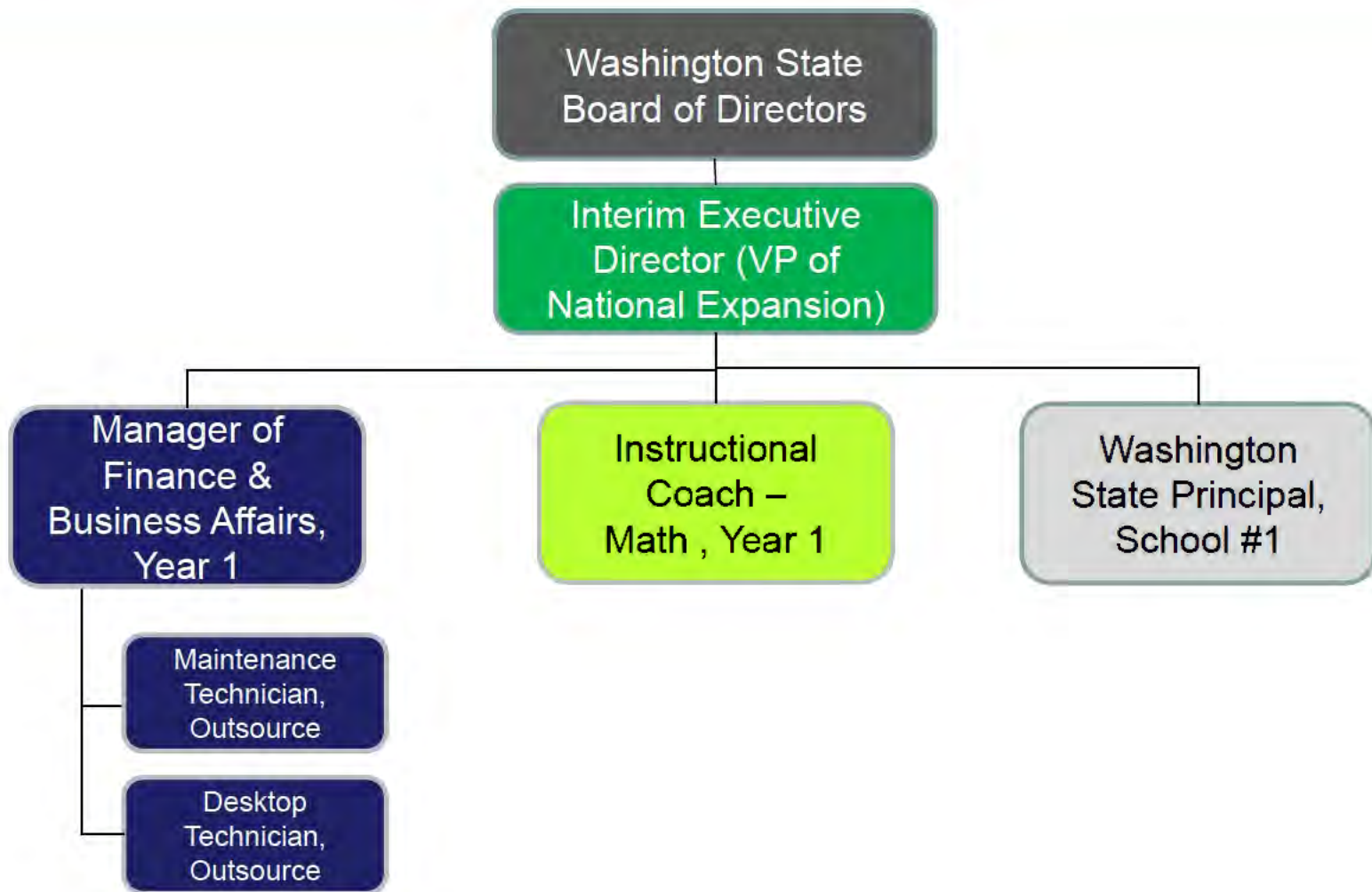
New Home Office Position to Support National Expansion

New Regional Office Position in Washington State

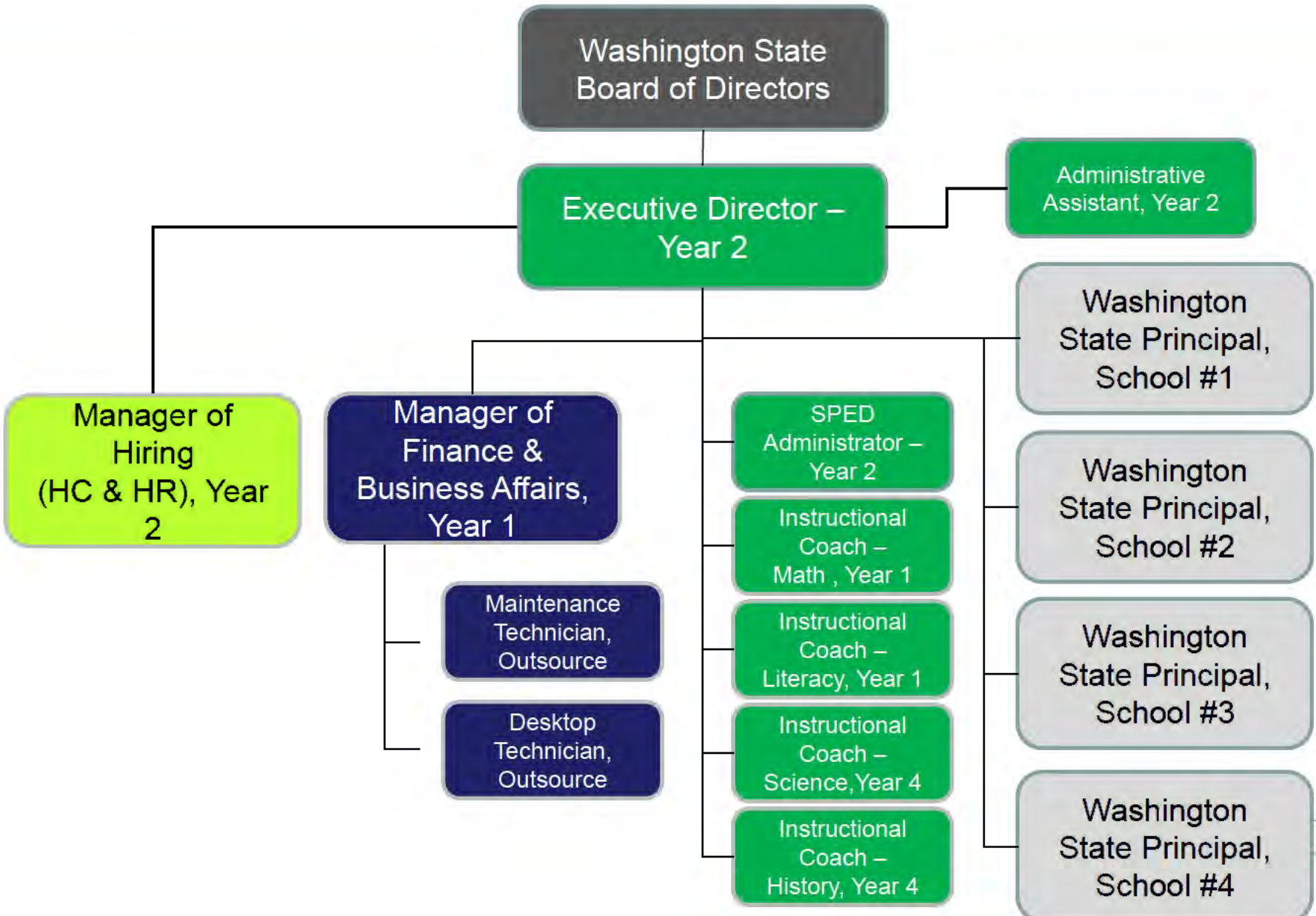
*\*Green Dot's governance may change if Green Dot finds it needs to adapt its structure to successfully operate as a multi-state operator*



# Green Dot Public Schools Washington State – Year 1

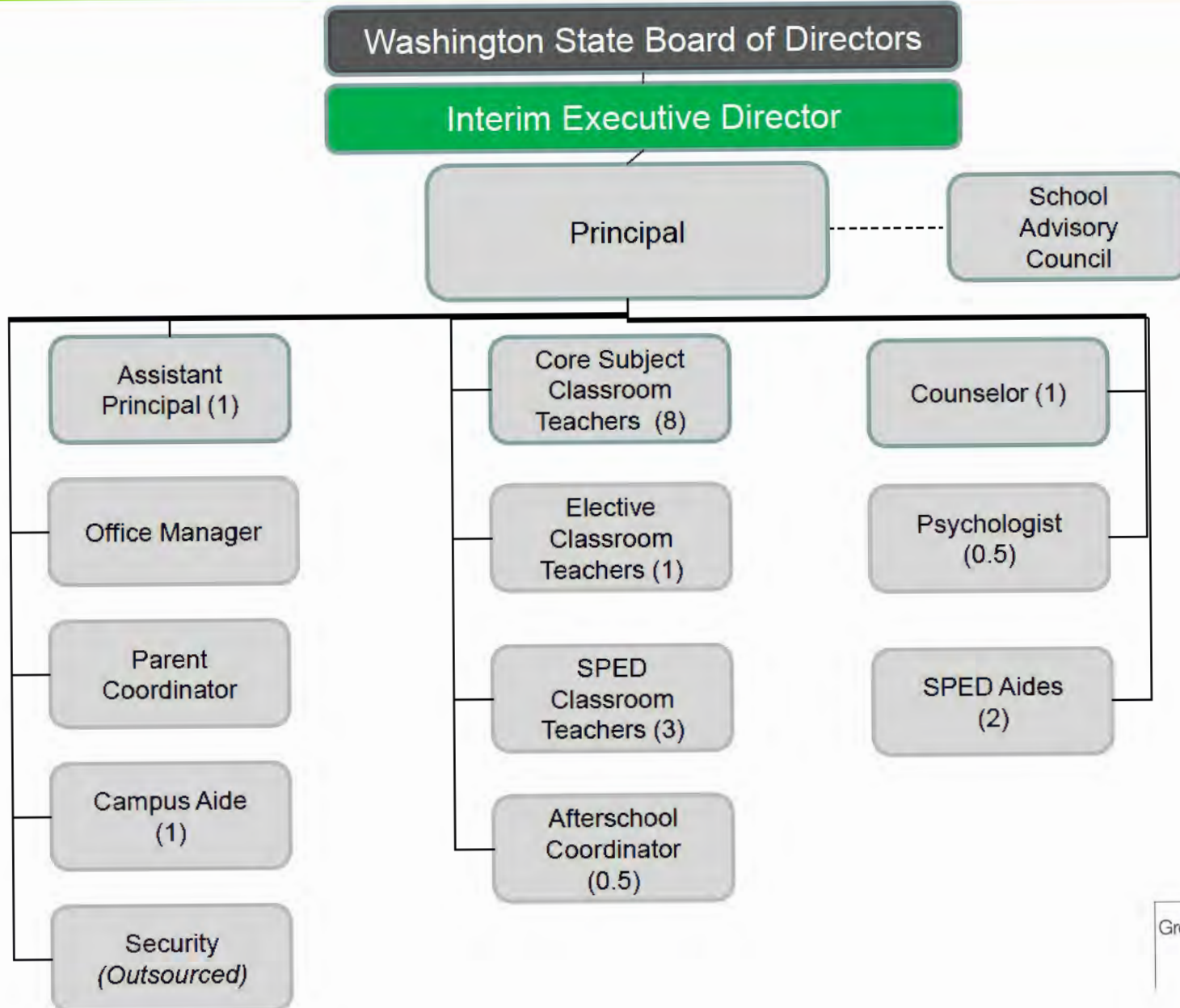


# Green Dot Public Schools Washington State - Year 5

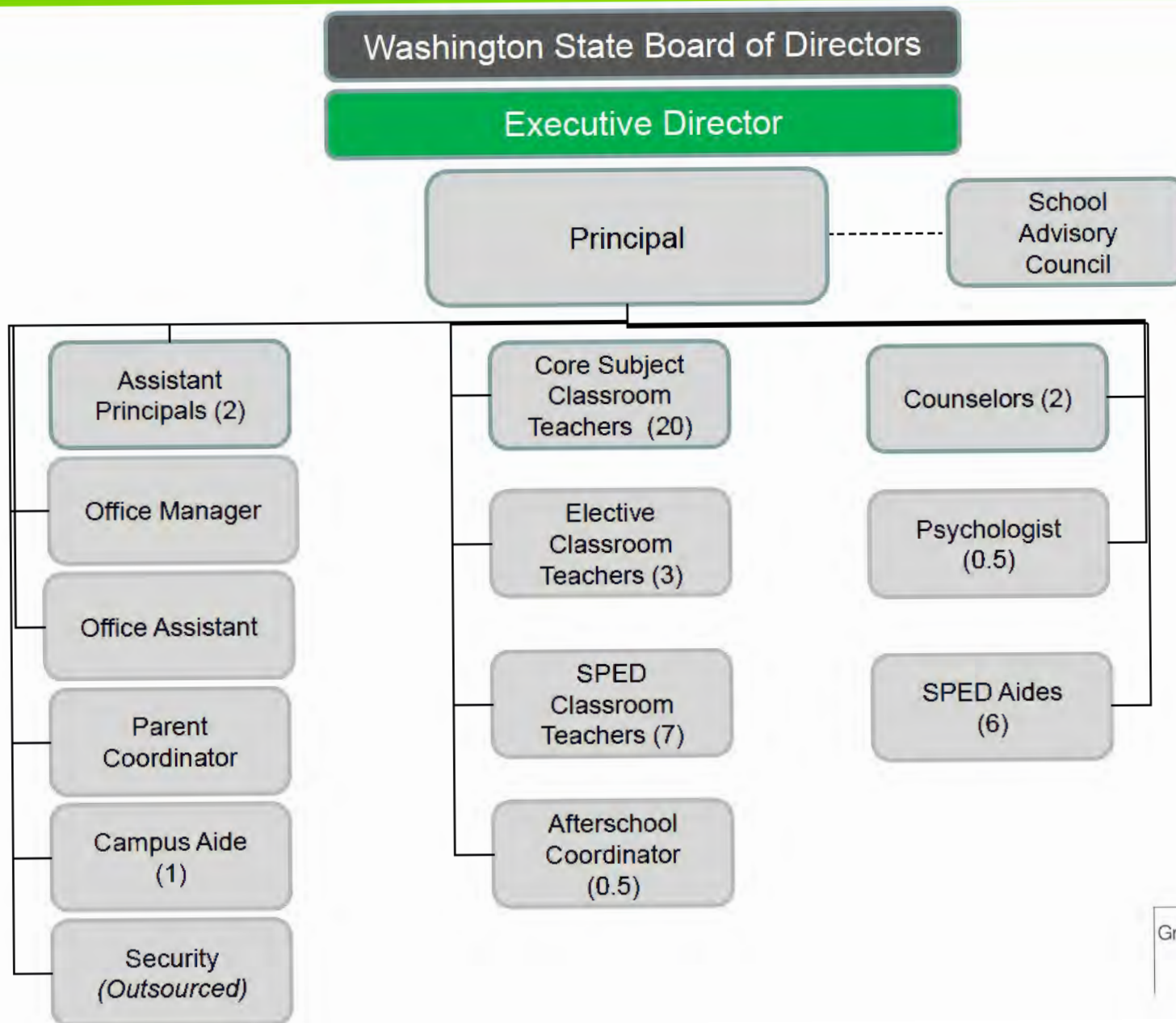




# Green Dot Public Schools Washington State #1 - Year 1



# Green Dot Public Schools Washington State #1 - Year 5



**Attachment #14 – Green Dot Washington State Board Member Documents**

### Charter School Board Member Information





To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Green Dot Public Schools
2. Full name Andrew M. Buhayar  
Home Address   
Business Name and Address   
Phone Number   
E-mail address 
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached. (*Below*)
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
5. Why do you wish to serve on the board of the proposed charter school?

*To ensure that initiative 1240 and the communities that it impacts are provided the best possible charter school opportunities. Green Dot's success in California does not guarantee success in Washington, but with careful planning and strong dialogue with the community I*



*believe the gains they have shown in public education elsewhere may be realized in the communities here.*

6. What is your understanding of the appropriate role of a public charter school board member?

*To act as an honest and candid advisor to the school board and community in which I serve.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

*I have no prior board experience. From my consulting work I have supported many of the communities North and South of Seattle, some of which Green Dot is targeting. My planning efforts for hospitals and health systems have often involved hospital boards and community districts ultimately in the service of the communities in which they sit.*

8. Describe the specific knowledge and experience that you would bring to the board.

*Planning and analytic capabilities from multiple years advising health system clients.*

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

*Green Dot aims to serve the highest need students in Tacoma so that all students are equipped to be successful in college, leadership and life. Their model of high care, high structure and high expectations will prepare students to achieve this aim.*

2. What is your understanding of the school's proposed educational program?

*The educational program focuses on preparing middle school students to be high-school ready and high school students to be college-ready. The model focuses heavily on core subject proficiency, with extensive interventions in English and Math. Green Dot focuses on training and developing teachers and leaders in order to be highly effective in implementing this model.*

3. What do you believe to be the characteristics of a successful school?

*One that serves both the immediate and broader needs of the community by preparing a new generation of children for the challenges they will face globally. In addition, a successful school is one where students, teachers and administrators feel both challenged and supported. Teachers and leaders will be highly effective; students will demonstrate academic growth; the school will be safe; parents and community members will be involved and a college-going culture will permeate the school. Lastly, the school will be financially managed so that it's on the path to sustainability.*

4. How will you know that the school is succeeding (or not) in its mission?

*If by 2015 it succeeds in opening 1 middle school and over a reasonable timeframe shows measured progress against educational performance criteria and based on stakeholder survey data. Further, that it gain the respect of the community for what it achieves.*

#### **Governance**

1. Describe the role that the board will play in the school's operation.

*Advise and guide strategic decisions in support of both the application and potential implementation of a charter should it be awarded*

2. How will you know if the school is successful at the end of the first year of operation?

*If it has improved on its relationship with the community, maintained a healthy balance sheet in line with budget estimates, students demonstrated academic growth within the school year, students, parents and staff indicated satisfaction with the school in stakeholder surveys, and the school has started to build a safe and healthy school culture. Lastly, we would work with the Executive Director to understand how the administrators and teachers are performing on their multiple-measure evaluation systems and where they are on the path to becoming highly effective teachers and leaders.*

3. How will you know at the end of four years of the school is successful?

*If it has graduated its first class of students with educational performance measures ahead of where the community is currently operating, that it has maintained and improved on both its financial health as well as fundraising efforts, and that the community embraces the school and its teachers in full.*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*Review Green Dot's application, visit Green Dot schools in California, review and track Green Dot's proposed financial and funding planning, review hiring planning, and participate in community outreach activities.*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*I would work with Green Dot to raise awareness of the questionable practices and look for appropriate opportunities to bring in other board members to capably support the interests of all stakeholders.*

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.  Yes

*My spouse worked with other members of the board while they were employed at the Bill and Melinda Gates Foundation.*

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.  Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

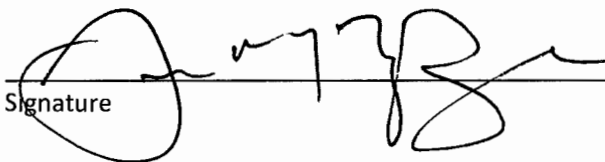
Does not apply to me, my spouse or family.  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.  Yes

**Certification**

I, Andrew M. Buhayar, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Green Dot Charter School is true and correct in every respect.

  
Signature

11/11/2013  
Date

## Brief Bio and Resume for Andrew M. Buhayar

Andrew is a strategic planner with a multidisciplinary background in design and analysis. He recently joined Nordstrom's People Lab as the lead researcher and designer for the internally focused group. The People Lab is charged with enhancing Nordstrom's workplace and empowering employees to work to their potential.

Prior to Nordstrom, Andrew worked at global design firm NBBJ as a strategic consultant. At NBBJ he assisted in the planning, development and occupancy of client's future facilities. His work involved providing decision support to clients weighing significant facility investments with long range business planning. Andrew primarily supported hospitals and health system clients throughout the Pacific Northwest.

Before NBBJ, Andrew worked as a Senior Analyst with management consulting firm Sg2. He completed his Masters in Business and Masters in Design through the Illinois Institute of Technology in Chicago.

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### *Work Experience*

**Nordstrom, People Lab – Head of User Researcher and Data Analytics, Seattle, WA**  
2013 – Present

**TransformativeMed, Independent Consultant – Project Manager and Researcher, Seattle, WA**  
2013 – Present

Provided project management, research, analysis and strategic support for two research efforts connected to the University of Washington and Pacific Northwest partner organizations.

- Conducted interviews with leading users to understand their needs and provide guidance in development of new, more supportive electronic data infrastructures.
- Worked with technology teams to synthesize research findings in order to define, describe, and publish findings in the pursuit of additional grants and pilot programs.
- Coordinated two independent contractors and served as the lead communicator with research sites and principal investigators.

**NBBJ Design, REV Consulting Group – Health Researcher and Strategist, Seattle, WA**  
2010 – 2013

Advanced global design firm's consulting efforts through application of qualitative and quantitative methods to strategic healthcare problems.

- Assessed and prepared hospitals to occupy new facilities; transition planning engagements included departmental analysis, development of new operating protocols and simulation training.
- Developed customized comparative evaluation of demographic, patient record, and financial data from 15 primary and urgent care clinics; proposed opportunities for strengthening referral activity and future site selection to meet community need. Model enabled client to conduct ongoing evaluations and replicate successful practices.
- Utilized direct observation, interviews, and mock-patient journeys to evaluate major academic medical center's surgical operations; these efforts informed operations optimization.
- Led client through sensitivity analysis to refine clinical service set for Fortune 50 corporation's inaugural employee clinic; incorporated insurance claim data and secondary research of other relevant successful clinic models.
- Managed two junior analysts, supporting development of quantitative analysis skills.

- Provided ongoing thought leadership and content creation for the firm by delivering internal presentations and training designers in research and analysis techniques.

**Sg2 Consulting Solutions Group – Senior Analyst, Chicago, IL**

2008 – 2010

Provided consulting, research and education services for hospital and health system clients internationally.

Content contributions focused on remote care delivery, facility design, and patient experience research.

- Performed market analysis and primary interviews with remote health service delivery industry leaders; this analysis highlighted a need for re-evaluation of a particular client's market entry strategy.
- Conducted productivity and operational analysis; identified \$1.5M in annual savings in a client's emergency department through staffing adjustments and process refinements aimed at reducing length of stay.
- Developed content, provided direction and contributed to managing Sg2's Design Forum, a monthly meeting of Sg2's most forward-thinking clients. Created opportunities for health executives to learn innovation practices from other industries.

**Institute of Design, Illinois Institute of Technology – Adjunct Faculty, Chicago, IL**

2009 – 2010

Advised graduate thesis teams, assisting in the appropriate application of design and research methodologies.

Aided students in the creation and management of research work plans as well as checking deliverable quality to ensure a high level of professionalism for client sponsors. Advocated for students within administration.

**Mayo Clinic, SPARC Innovation Group – Design Internship and Master's Thesis Project, Rochester, MN**

2007 – 2008

Created and tested solutions integrating Mayo Clinic's care delivery across local care environments, extending Mayo Clinic quality care without requiring travel to a Mayo Clinic site. Solutions aimed to increase Mayo Clinic's reach without expanding their physical footprint. These solutions heavily considered Mayo Clinic's strategic goals, core competencies, and the health needs of patients. In addition to outlining the solution space, the deliverable included a strategic plan to grow Mayo's innovation capacity into an organizational competency. The analysis and synthesis methods used to identify these opportunities include:

- Qualitative research methods including interviews, camera studies, observations.
- Quantitative research: landscape analysis, strategic development.
- Solution development: physical and user interface prototypes.

**Rubloff Residential Properties - Electronic Advertising Manager/Data Coordinator, Chicago, IL**

2003 – 2006

Managed advertising and data systems including team responsible for daily data coordination. Oversaw the implementation of software customization efforts and CRM implementation.

- Oversaw processes and communications for the 250-agent organization including driving 5 percent annual cost reduction in advertising budget through measurement and monitoring of ad placement.

**Metaphase Design Group - Industrial Design and Research Intern, St. Louis,**

2000 – 2002

Assisted in the research and development of new products for Fortune 500 companies.

- Researched users through video ethnography, field observations and focus groups.
- Presented new product concepts through conceptual sketching, computer rendering, and physical modeling.
- IV House Intravenous Site Protector, Co-U.S. Design Patent holder 335,926 - IDSA/Businessweek IDEA Award, Gold - Best Designs of the Year 2002.

*Education*

**Illinois Institute of Technology, Chicago**

- Institute of Design, 2008 – Master of Design in Design Planning

- Stuart School of Business, 2008 – Master of Business Administration

**Archeworks School of Design, Chicago**

- Certification of completion, 2005
- INDEX: AWARD 2007, Finalist IHT Bicycle Helmet Concept (The biggest design award in the world, presented every two years in Copenhagen.)

**Washington University, St. Louis**

- Olin School of Business, 2002 Bachelor Science Business Administration, Marketing
- School of Architecture, 2002 Special Major in Industrial Design



## Charter School Board Member Information

**To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Green Dot - WA
2. Full name Kimberly Lasher Mitchell  
Home Address [REDACTED]  
Business Name and Address [REDACTED]  
Phone Number [REDACTED]  
E-mail address [REDACTED]
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
**To help Green Dot successfully establish a school in the Pacific NW and offer the students, their families and the community here something different and better than what they currently experience.**

6. What is your understanding of the appropriate role of a public charter school board member?

**To offer insights about the local community environment, access to people and resources and general thought-partnership as Green Dot establishes itself in a new state.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**This is my first Charter board experience. I've served on numerous education-related boards over the last 20 years and am currently Board Chair for the International Baccalaureate Organization's Americas region and Board Treasurer at Teachers United (WA). For the last two years I worked with Teach For All, helping to establish and manage a new Board for a national education non-profit in Argentina.**

8. Describe the specific knowledge and experience that you would bring to the board.

**While at the Bill & Melinda Gates Foundation, I worked with several state education departments and partners on Race to the Top and Common Core initiatives (WA, NM, AZ, MN and AR). I'm also a former classroom teacher, high school vice principal and elementary principal. I can speak at the 30k level – and get into the weeds with great instruction.**

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

**To transform public education in Los Angeles – and beyond. Preparing all students for college, leadership and life and empowering parents to advocate for excellent schools for their children.**

2. What is your understanding of the school's proposed educational program?

**Powerful school turnaround model that includes: strong, empowered leaders, great teachers, safe & supportive environments, targeted interventions, efficient use of resources and high expectations for all.**

3. What do you believe to be the characteristics of a successful school?

**Exactly what is stated above: great leaders and teachers, safe and supportive school culture, high expectations for students and staff, rigorous and relevant college-prep work, cost-effectiveness, community support and involvement.**

4. How will you know that the school is succeeding (or not) in its mission?

**Excellent student results (attendance, graduation, college acceptance and persistence, student surveys), strong community/staff support (surveys/media reviews), and organizational stability (financial reports and staff retention/satisfaction)**

### **Governance**

1. Describe the role that the board will play in the school's operation.

**Oversight, thought-partnership, championing.**

2. How will you know if the school is successful at the end of the first year of operation?  
**Student results on multiple measures; community/parent surveys and media; teacher surveys and retention rates or net promotion score and interest high in joining/staying with Green Dot; strong operations/budget**
3. How will you know at the end of four years of the school is successful?  
**Everything listed above trending up, plus data on middle school promotion, high school graduation and college acceptance rates (once Green Dot opens high schools).**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
**Recruiting talent; identifying financial support and building sites; raising additional funds; communicating results**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
**Non-profit board membership requires responsibility and accountability. I would review the code of ethics and immediately raise the issue with the board chair. If the chair is implicated, I would discuss with the next officer and follow up on the resolution of the issue.**

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I / we do not know any such employees.  Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the

business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.  Yes

**Certification**

I, Kimberly L. Mitchell, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Green Dot Charter School is true and correct in every respect.



Signature

11/2/13

Date

# KIMBERLY L. MITCHELL

klasher@mac.com • Skype: klashermitchell • 206-434-8274

## EDUCATION

### **Stanford University**

MA, Administration and Policy Analysis and Principal Certification  
Stanford, California • 1994-1996

### **Teach For America**

California Multiple-Subject Credential (K-8) and Single-Subject Credential (Social Science K-12)  
Cal State, Dominguez Hills  
Los Angeles, California • 1991-1993

### **Skidmore College**

BA, History and Philosophy, Cum Laude  
Saratoga Springs, New York • 1987-1991

## EXPERIENCE

### **Teach For All • Director of Partner Engagement, Argentina**

*Buenos Aires, Argentina • 2011 to 2013*

Served as chief advisor to the CEO and senior leadership team for a national non-profit start-up addressing education inequity in Argentina; supported the team in all aspects of programming, including government relations, fundraising, recruitment of high performing teachers, training and support, measurement and data use, alumni leadership, media training, marketing & branding and board management

### **Bill & Melinda Gates Foundation • Senior Program Officer**

*Seattle, Washington • 2007-2011*

Created large-scale education grant portfolios and education investment strategies as a member of the College Ready State and District Network team in the foundation's home state of Washington; forged new alliances with organizations and leaders from communities of color to promote education reform in Washington; advised state-level leaders on education advocacy and policy issues in Arizona, New Mexico, Minnesota and Arkansas during the Race to the Top federal grant program; developed and presented investment strategies for district, state and national college-readiness goals

### **EdAdvocates • Partner and Consultant**

*Seattle, Washington • 2001-2007*

Advised district and school leaders on high school reform initiatives; led evaluation reports for school districts and foundations; presented content literacy workshops for principals and leadership teams; facilitated Gates Foundation-funded small schools conversations and process design with high school staffs; authored national professional development material for TeachFirst; produced an Inquiry-Based Instruction DVD and delivered a series of workshops for International Baccalaureate schools (staff and parents) in North America, Central America, the Middle East and Asia

**College Success Foundation • Special Projects Consultant**

*Issaquah, Washington • 2002-2004*

Researched, developed and promoted new scholarship programs for teachers and students of color; launched the Leadership1000 Scholarship Program; produced the Foundation's first promotional video, annual report education and quarterly online magazine

**American Community Schools • Elementary School Principal**

*Athens, Greece • 1998-2001*

Led a school of 500 students, their teachers and parents from over 30 countries to maximize their potential year-to-year; initiated and led the successful three-year authorization process for the IB Primary Years Program; developed the school's first Curriculum Map (presented at the Coalition of Essential Schools Fall Forum in 2000); initiated significant change efforts, including a new process for observing and evaluating teachers, curriculum changes with middle and high school staff input and student progress measurements and reporting; established the school's first Student-Led Conferencing at all grade levels

**Chief Sealth High School • Assistant Principal**

*Seattle, Washington • 1996-1998*

Worked closely with the principal and leadership team to create a school experience that transformed students' lives and prepared them for college, career and life; developed and coordinated all teacher professional development; handled disciplinary referrals; supervised and coached one-third of teaching staff; organized student participation in over 50 school-to-work opportunities; directed Seattle University researchers in case studies; initiated the DEAR reading program; coordinated the visit of U.S. Vice President Al Gore; revamped the school schedule to maximize learning time

**Hollenbeck Middle School • Principal Intern and Science/Language Arts Teacher**

*East Los Angeles, California • 1995-1996*

Taught six classes of students using new inquiry-based techniques, preparing them for success in other middle school classes, high school and beyond; participated in the school's inaugural Critical Friends Group through the National Reform Faculty; presented Middle School Exhibitions at the Coalition of Essential Schools Fall Forum; elected to the School Improvement and Local Leadership Councils; served on the Bilingual Advisory Council and Title I Advisory Board; initiated schedule changes and successful parent and community involvement efforts

**Colegio Americano de Quito • Principal Intern and Bilingual Kg. Teacher**

*Quito, Ecuador • 1994-1995*

Co-taught 45 Ecuadorean kindergarten students to achieve basic English language fluency in one school year, preparing them for first grade and beyond; worked with Primary School Director on designing and implementing professional development sessions for veteran teachers and pre-literacy measurements for students; gained proficiency in Spanish (A-level fluent; L.A. Unified School District, 1995); presented ESL and Portfolio Assessment workshops to all primary teachers; performed with the Princeton Movement Theater at Academia Cotopaxi



**Roosevelt Elementary • Fifth Grade Teacher**

*Compton, California • 1992-1994*

Co-initiated the school's first full-day, team-taught instruction preparing two cohorts of students for success in sixth grade and beyond; appointed by the principal to the Program Quality Review Leadership Team; initiated and ran Teach For America's first Speakers Bureau in Los Angeles; co-wrote a proposal for President Clinton's Summer of Service on behalf of TFA

**Worthington Elementary • Fifth Grade Teacher**

*Inglewood, California • 1991-1992*

Prepared students for success in sixth grade and beyond; co-wrote and implemented a trans-disciplinary curriculum unit following the Spring L.A. riots, circulated to over 300 Teach For America teachers in two districts; coached the Drill Team to regional finals

**OTHER ACHIEVEMENTS**

**Teachers United, Seattle, Washington**

Board Treasurer • 2013-2015

**International Baccalaureate Organization (IBO), Bethesda, Maryland**

IBO Americas Regional Advisory Council Board Member (elected Board Chair 2013) • 2008-2015; School Authorizer for North America • 2001-2006; Inquiry Workshop Leader and International Speaker • 2003-2009

**National Physics Teacher Education Coalition (PhysTEC), Bethesda, Maryland**

Advisory Board member • 2010-2011

**Published Op Ed • Seattle Times**

<http://community.seattletimes.nwsources.com/archive/?date=20070427&slug=kimberlylasher27>

April 2007

**Stanford University, Palo Alto, California**

Recipient of the Stanford Women's Club of Pasadena Fellowship • 1995 and 1996

**Skidmore College, Saratoga Springs, New York**

Palamountain Young Alumni Award for Outstanding Achievement • 1995

**Students Run L.A., Los Angeles, California**

Coached over 50 middle and high school students to run the L.A. City Marathon in East LA • 1994 and 1996 • 100% completed all 26.2 miles

**National Science Foundation, Roatan, Honduras**

Recipient of the NSF Teacher Grant Award to develop and implement high-engagement science curriculum • 1992

**References and additional details on work outcomes provided upon request**

## **Kimberly L. Mitchell**

Kimberly started her career as a fifth grade and middle school science teacher in Los Angeles, CA. After teaching for five years, she became assistant principal at Chief Sealth High School in Seattle, WA and principal at the American School of Athens, Greece where she started the International Baccalaureate Program (PYP) at the elementary level. Kimberly joined EdAdvocates, an education consulting firm, and authorized for International Baccalaureate, later offering workshops around the world and creating a DVD on inquiry-based instruction. She accepted a position at the Bill & Melinda Gates Foundation as a Senior Program Officer leading state-wide investments in Washington, New Mexico, Arizona, Minnesota and Arkansas before joining Teach For All as Director of Partner Engagement in Argentina. Kimberly received her BA in History from Skidmore College and her MA in Administration and Policy Analysis from Stanford University. Kimberly is a Seattle native, a passionate public school supporter and has two children attending Seattle Public Schools.

### Charter School Board Member Information


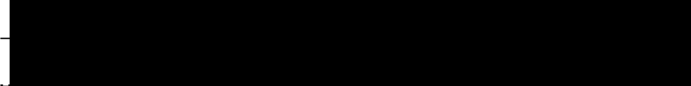

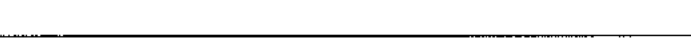
To be completed individually by each proposed charter school board member.  
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve Green Dot
2. Full name Kaaren Andrews  
Home Address   
Business Name and Address   
Phone Number   
E-mail address 
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
I believe in the mission of Green Dot, and I see a need for schools like this in this region.
6. What is your understanding of the appropriate role of a public charter school board member?

My role is to support the development of the school, hold school officials accountable for the charter they developed, and provide oversight as needed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on several boards in the past, however my most relevant experience is that of running an alternative school in Seattle serving the most vulnerable high school youth. It is through this experience that I see the tremendous need for a broader spectrum of options for the youth in our region.

8. Describe the specific knowledge and experience that you would bring to the board.

I am a school principal who has served both in the California charter school world as well as the traditional public school context. This experience gives me a broad perspective of what is needed for the most impacted students and the understanding of what each system can offer.

#### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Green Dot is committed to serving a diverse, high poverty population of middle and high school students. They believe that all students can achieve their full potential, including access to college for all.

2. What is your understanding of the school's proposed educational program?

Green Dot will use a wide array of strategies that meet students at their current level of performance and target instruction from that point.

3. What do you believe to be the characteristics of a successful school?

I believe Green Dot has identified the critical qualities of a successful school -- quality teaching and instruction, a schedule that meets the needs of students, data driven decision making, and a college going culture.

4. How will you know that the school is succeeding (or not) in its mission?

I believe that it's critical to measure what we value. The Green Dot charter includes measurable data points that will allow the board to see whether the school is succeeding in its mission.

#### **Governance**

1. Describe the role that the board will play in the school's operation.

The Board has broader responsibilities; including setting the strategic direction of Green Dot Washington and creating organization-wide policies, but it will also be involved in the school's operation. The Board will monitor the school's academic and operational performance; consult with the school in its areas of expertise; help in fundraising and maintaining financial

sustainability; and oversee personnel actions. Board members will act as ambassadors for Green Dot among community leaders, funders, and opinion leaders.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year, a successful school will demonstrate a class-going culture, with improved enrollment, attendance, retention, and safety. All students should be enrolled in a college-track curriculum. Parents and community members will be engaged as partners in ensuring the success of the school. The school should serve the highest-need students within the community.

3. How will you know at the end of four years of the school is successful?

Success after four years will be demonstrated by growth in proficiency and graduation rates, growth and development of teachers, high satisfaction in student and parent surveys, and a pervasive college-going culture.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board will likely need to monitor the school's academic results, enrollment numbers, budgets, and teacher recruitment efforts. The Board will also take a role in fundraising efforts and major policy or personnel decisions.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed a member of the Board were acting unethically or not in the best interest of the school, I would relay my concerns to the Board Chair, who would commission an investigation.

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

X  I / we do not know any such trustees.  Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X  I / we do not know any such employees.  Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school.

X  I / we do not know any such persons.  Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X  I / we do not anticipate conducting any such business.  Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X  Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons.  Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. X  I / we have no such interest.  Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. X  I / we or my family do not anticipate conducting any such business.  Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

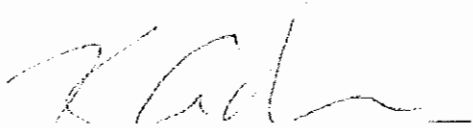
X  Does not apply to me, my spouse or family.  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

X  None.  Yes

**Certification**

I, Kaaren Andrews, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for Green Dot Charter School is true and correct in every respect.



11/21/13

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# K AAREN ANDREWS



## EDUCATION

### **Stanford University**

MA, Education

Stanford, California • 1998-2000

### **Princeton University**

BA, History

Princeton, NJ • 1989-1993

## EXPERIENCE

### **Interagency Academy • Principal**

*Seattle Public Schools*

*Seattle, WA • 2010 - present*

Leads a network of 12 alternative high schools for high need students across Seattle. Serves over 800 students.

### **Madrona K-8 School • Principal**

*Seattle Public Schools*

*Seattle, Washington • 2004-2010*

Served as Principal of a K-8 school within Seattle Public Schools.

### **Catherine Blaine K-8 School • Principal**

*Seattle Public Schools*

*Seattle, Washington • 2002-2004*

Served as Principal of a K-8 school within Seattle Public Schools.

### **Aspire Public Schools**

San Francisco, CA • 2000-2002

Served as Principal of a high-performing public charter school.

**KAAREN ANDREWS | Principal, Interagency Academy – Recipient of the Ginger Ackerley Award**

Kaaren Andrews was the 2007-08 recipient of the Thomas B. Foster award of excellence and outstanding leadership. The award is a reflection of an administrator's commitment and effectiveness in improving student achievement, leadership and team building, as well as finding creative uses for resources. Andrews received the award as the principal of Madrona K-8. Since then, she has been appointed as the principal at Seattle's Interagency Academy, an alternative high school for at-risk teens.

Interagency's mission is to help each student achieve educational, career and social goals, as well as to inspire students to become self-sufficient and positive contributors in the community. The passion Andrews has to help children achieve great heights is a perfect fit for the important role she plays at Interagency.

After this local product from Mariner High School graduated from Princeton, she returned to Washington to teach and to coach. In 1998, she coached the girls basketball team at Seattle Prep, leading the Panthers to the Metro League championship, the Sea-King District title and a sixth-place finish in the Class 3A state tournament. The team ended the season with a 25-5 record, the best in school history at the time. Andrews left the position after one season to pursue her master's degree in education at Stanford. She has made her way to Seattle and is pursuing her career in education and has been making an impact ever since.

## Charter School Board Member Information

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Washington State Charter School Commission (WSCSC) requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve

Green Dot

2. Full name  
Home Address  
Business Name  
Phone Number  
E-mail address



3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

BA Duke Univ, MA Austin Peay Univ  
Resume and professional bio are attached. Retired as CEO, America's Promise  
Previously, U.S. Senate Staff, CEO of Bright Horizons, Commissioner of Human Services for State of Tenn.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes Board of Corporation for National and Community Service (2011-2013)

5. Why do you wish to serve on the board of the proposed charter school?

I would like to support the new charter school movement in Wash. State, and also seek to help strengthen all public schools. I have long admired the work of Green Dot in Los Angeles.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide guidance, support, and also ensure accountability and integrity.

7. Describe any previous experiences you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this

I have served on several for-profit and not-for-profit boards, most for enterprises involved in education.

nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

*Knowledge of K-12 education - policy, challenges, opportunities; 40 years  
School Mission and Program*  
*Years of business experience, including creating a start-up company.*

1. What is your understanding of the school's mission and guiding beliefs?

*Belief in the potential for every child to succeed regardless of circumstances*

2. What is your understanding of the school's proposed educational program?

*Focus on college and  
career prep. Rigor, belief in every student, appropriate discipline while being supportive*

3. What do you believe to be the characteristics of a successful school?

*Effective teaching, good culture, parent engagement, successful and  
inspired students*

4. How will you know that the school is succeeding (or not) in its mission?

*Students experience the joy of learning; graduation rates well above  
state average*

#### Governance

1. Describe the role that the board will play in the school's operation.

*Oversight, guidance, support*

2. How will you know if the school is successful at the end of the first year of operation?

*all stakeholder groups are pleased with progress*

3. How will you know at the end of four years of the school is successful?

*above avg grad. rate;  
student engagement, teacher satisfaction, community support*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*active engagement with school and community leadership*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*Speak candidly to school leadership and other board members;  
expect change in behavior or seek removal*

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

## Certification

I, Marquerite W. Kondracke, certify to the best of my knowledge and ability that the information I am providing to the Washington State Charter School Commission as a prospective board member for

Green Dot Charter School is true and correct in every respect.

Marquerite W. Kondracke 11/21/13

# MARGUERITE W. KONDRACKE



## EDUCATION

### **Austin Peay State University**

Master of Arts in Psychology  
Clarksville, TN

### **Duke University**

Bachelor of Arts in Religion  
Durham, NC

## EXPERIENCE

### **Senior Advisor**

*Bainbridge Island, WA*

Serves as an advisor to entrepreneurial organizations seeking to make a difference for children and families (includes serving on the boards of three public and four private companies and being a trustee of Duke University)

### **America's Promise Alliance • President and Chief Executive Officer**

*Washington, DC*

Built the alliance, founded by General Colin Powell, to more than 400 national partner organizations and led a 10-year campaign, Grad Nation, to end the high-school dropout crisis

### **United States Senator Lamar Alexander - Special Assistant**

*State of Tennessee*

Former Staff Director of the Senate Subcommittee for Children and Families

### **Bright Horizons Family Solutions • Co-Founder and Chief Executive Officer**

*State of Tennessee*

Built a \$3BN public company, considered the nation's largest provider of workplace child care, one of Fortune's "100 Best Companies to Work For"

### **Former Governor Lamar Alexander • Commissioner of Human Services**

*State of Tennessee*

## ADDITIONAL INFORMATION

- Awarded Lifetime Achievement Award at the Education Innovators Summit
- Named "Top 50 People of Power and Influence" by Non-Profit Times
- Appointed by President Obama to Board of Corporation for National and Community Service
- Selected as Ernst & Young Entrepreneur of the Year
- Former Chair of the Nashville Area Chamber of Commerce

## **Marguerite Kondracke Bio**

During her forty-year career, Marguerite Kondracke has been both an entrepreneur and a public servant. She has held leadership positions in the public, private, and non-profit sectors.

In 2012, Kondracke retired as President and CEO of America's Promise Alliance, founded by Gen. Colin Powell to make our children more of a national priority. She built the alliance to more than 400 national partner organizations and led a ten-year campaign, Grad Nation, to end the high-school dropout crisis.

Before joining America's Promise, Kondracke served as Special Assistant to U.S. Senator Lamar Alexander and as Staff Director of the Senate Subcommittee for Children and Families. Previously, she co-founded and was CEO of Bright Horizons Family Solutions, today a \$3 billion public company, the nation's largest provider of workplace child care and one of Fortune's "100 Best Companies to Work For." Earlier, Kondracke served in the cabinet of then Tennessee Governor Lamar Alexander as Commissioner of Human Services.

Reflecting her multi-sector leadership, Marguerite Kondracke was named one of the "Top 50 People of Power and Influence" by the Non-Profit Times. She was named by President Obama to the board of the Corporation for National and Community Service. While CEO, Bright Horizons was named to the Inc.500 list of fastest-growing companies. She was Ernst & Young Entrepreneur of the Year and also was the first woman to be named chair of the Nashville Area Chamber of Commerce. In 2013, she was awarded the Lifetime Achievement Award at the Education Innovators Summit.

Today, Kondracke serves as an advisor to other entrepreneurial organizations seeking to make a difference for children and families. She is on the boards of three public and four private companies and is a trustee of Duke University. She and her husband, award-winning journalist Morton Kondracke, divide their time between Bainbridge Island, Washington, and Washington, DC. They enjoy golf, travel, and spending time with their children and grandchildren.

**Attachment #15 – Green Dot Washington State Board of Directors’ Proposed Code of Ethics and Conflict of Interest Policy**

Green Dot Public Schools Washington State would look to adopt the following Code of Ethics and Conflict of Interest Policies.



## **CONFLICTS OF INTEREST POLICY**

### **GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE**

#### **Article I Purpose**

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Washington State's ("GDPSWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPSWA 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 GDPSWA has a transaction or arrangement,
- b.** A compensation arrangement with the GDPSWA or with any entity or individual with which the GDPSWA 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 GDPSWA 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 GDPSWA 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 GDPSWA'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 GDPSWA 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 GDPSWA 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 GDPSWA, 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 GDPSWA 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 GDPSWA 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.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to GDPSWA'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, GDPSWA 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.

**Green Dot Public Schools Washington State  
CODE OF ETHICS  
FOR SCHOOL DIRECTORS, OFFICERS, AND EMPLOYEES**

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board of Directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. Therefore, every officer and employee of the school, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information:** An office or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board:** A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. **Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### ***Distribution of Code of Ethics***

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office of employment.

#### ***Penalties***

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**Attachment #16 – ESP Term Sheet**

Green Dot Charter Middle School will not be contracting with an ESP.

**Attachment #17 – Green Dot Charter Middle School Staffing Chart**



## Staffing Chart Form

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed.

### Middle School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal(s)	1	1	2	2	2	2
Dean(s)	--	--	--	--	--	--
Counselors	1	1	2	2	2	2
After School / Athletics Director	0.5	0.5	0.5	0.5	0.5	0.5
Classroom Teachers (Core Subjects)	8	14	20	20	20	20
Classroom Teachers (Elective)	1	2	3	3	3	3
Classroom Teachers (SPED and ELL)	3	6	8	8	8	8
Psychologist	0.5	0.5	0.5	0.5	0.5	0.5
Campus Aide and Security	2	2	2	2	2	2
Teacher Aides and Assistants (SPED)	2	4	6	6	6	6
School Operations Support Staff	2	3	3	3	3	3
<b>Total FTEs</b>	<b>22</b>	<b>35</b>	<b>48</b>	<b>48</b>	<b>48</b>	<b>48</b>

## **Attachment #18 – Green Dot Washington State Leadership Evaluation Tools**

Green Dot Washington would look to replicate the leadership evaluation tools in place at Green Dot Public Schools in California. The specific components of this multiple measure evaluation system may adapt over time with the transition to the Common Core.

# **School Leader Guidebook**

**July 31, 2013**

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## INTRODUCTION

The GDPS School Leader Effectiveness Framework DRAFT is designed to ensure that every Green Dot school is led by highly effective school leaders and every student graduates from high school ready for success in college and beyond. The framework that follows describes in detail each component of the school leader development system, and how those components will benefit a school leader's professional growth and ultimately increase student achievement. In order to achieve these goals, the Green Dot School Leader Effectiveness Framework DRAFT incorporates the following critical components: School leader rubric, certificated and classified stakeholder surveys and student academic growth as measured by API (Academic Performance Index) and SGP (Student Growth Percentile). Green Dot is committed to developing and supporting school leaders and assuring that they embody the mission and vision of preparing students for college, leadership and life.

### Green Dot Core Values

- An unwavering belief in all students' potential
- Passion for excellence
- Personal responsibility
- Respect for others and community
- All stakeholders are critical in the education process

To begin, the School Leader Rubric is a single part of the multiple measures which comprise Green Dot's professional growth and evaluation system. It is designed to support student achievement and professional best-practice through the domains of *Instructional Leadership, People Management, Resource Management, and School Culture*

The school leader rubric aligns with the Interstate Leadership Licensure Consortium (ISLLC) Standards. The rubric provides opportunities for continuous improvement and individual goals that target student achievement, school improvement, and professional growth.

Performances will be measured based on each domain and related standards at one of four levels: *Highly Effective, Effective, Emerging, Entry*.

### **Performance Levels Defined:**

**Highly Effective:** School Leaders are highly effective when they have built the capacity of their teacher leaders to facilitate, model, and communicate the various aspects of a high performing school.

**Effective :** School leaders are effective when they have included all components of level "3" practice at a level of quality as described in each indicator.

**Emerging:** School Leaders are emerging if components of level 3 practices are mostly present but the quality of implementation is inconsistent.

**Entry:** School Leaders are entry if most components of level 3 practices are missing or the quality of implementation is poor.

Green Dot's School Leader Framework DRAFT provides a guide to expectations for excellent performance for all Green Dot School Leaders.



The purpose of the school leader framework is to create a common language and common definition of excellence among all school leaders. With this common language, formal and informal feedback can be given to administrators about their competency levels and performance. It is also the basis of our formal evaluation system, since evaluation ratings are made by a cluster director for each of his principals and by principals for each of their assistant principals on each of the indicators in this framework; upward feedback is based on this framework as well.

Effective leaders are interested in developing and adapting as needed. To do so, leaders need to reflect on their work, their actions and the ways they address challenging situations. The competency framework forms the lynchpin of a broader system for professional growth, which includes formal evaluation, professional development, informal feedback and coaching, rewards and recognition, career progression, and selection.

## **DESIGN PROCESS & ONGOING FEEDBACK MECHANISM**

The school leader effectiveness rubric was designed through a collaborative process that incorporated the perspectives of many school leaders. The School Leader Focus Group has worked over the past two years to develop the framework and rubric, leveraging research and external models. The Education Team provided input at several points along the way and gave final approval. Special thanks to Gordon Gibbings, Sue Jean Foulkes, Alyce Prentice, Damon Hands, Samantha Matamoros, Taiala Regnier, Antonio Garcia, James Marin, Stephanie Mcilroy and Michelle Green for their dedication and endless hours building the framework and designing the rubric.

**HOW WILL LEADERS BE EVALUATED-** pending

**HOW CAN LEADERS FIND THEIR PERFORMANCE DATA** pending

**GUIDE TO COLLECTING EVIDENCE** pending

**PLAN TO SUPPORT, DEVELOP AND REWARD EFFECTIVE LEADERS** pending

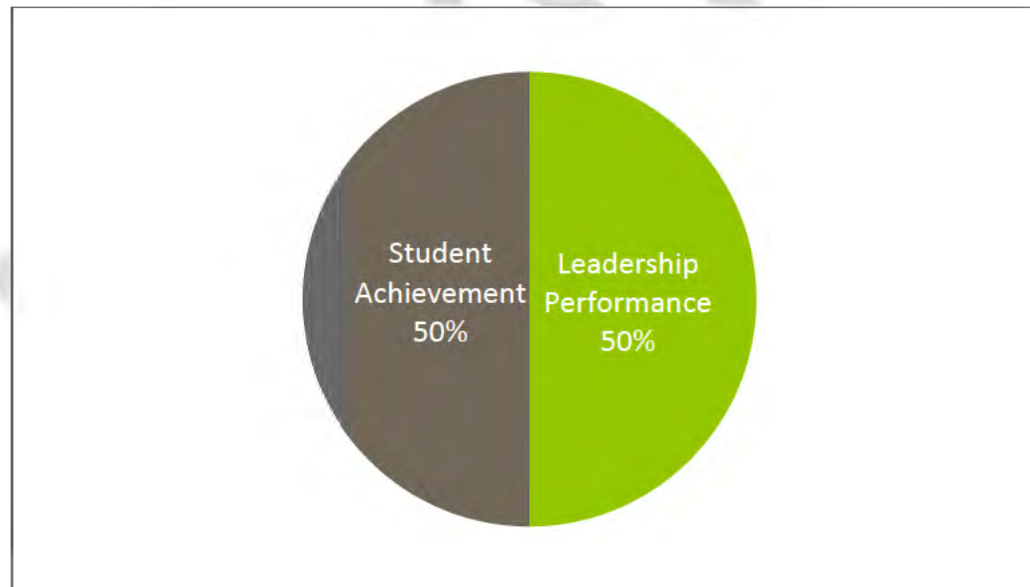
## SNAPSHOT OF DOMAINS AND STANDARDS

Domain	Standards	
<b>Instructional Leadership</b>	IL 1.1	Creates a Shared Vision of College Readiness
	IL 1.2	Uses Data to Increase Student Achievement
	IL 1.3	Effectively Coaches Teachers To Improve Instruction
	IL 1.4	Implements a Comprehensive, Rigorous and Coherent Curricular Program
	IL 1.5	Creates and Implements Professional Development Which Leads To Improved Teacher and Student Performance
	IL 1.6	Develops and Distributes The Instructional Leadership of Others
<b>People Management</b>	PM 2.1	Strategic Planning and Systems
	PM 2.2	Holds Employees Accountable For Results
	PM 2.3	Builds a Collaborative and Well-Functioning Team
	PM 2.4	Resolves Conflict in a Fair and Consistent Manner
<b>Resource Management</b>	RM 3.1	Manages Resources Effectively
<b>School Culture</b>	SC 4.1	Creates a College for Certain Culture
	SC 4.2	Effectively Fosters a Safe and Civil Environment
	SC 4.3	Creates a Culture of Reflective Practice
	SC 4.4	Engages Parents in Creating a Positive School Culture
	SC 4.5	Engages Students in Creating a Positive School Culture
	SC 4.6	Engages External Community in Creating a Positive School Culture

## SCHOOL LEADER MULTIPLE MEASURES

### PIE CHART

**Recommendation:** The School Leader Focus Group and Education Team members (CAO, VP of Education and Cluster Directors) provided ongoing feedback on the type of performance indicators that should be included in the multiple measures pie chart. Both the focus group and Education Team determined that in year one of the school leader evaluation, measures should be limited. This said, both the focus group and Education Team would like to see additional measures included in future pie charts as long as supports can be provided to school leaders to ensure consistency across the organization.





## SCHOOL LEADER SCORECARD- 50/50 MODEL

2012-2013 Leader Performance Evaluation					
Admin Name:	NAME	Date:	1/29/2013		
School:					
School Leadership Measures	Target	Actual Score	Score (1-4)	Weight	Weighted Score
<b>Leadership Performance (50%)</b>					
<b>Leader Evaluation</b>					
o Average of all standards weighted equally:					
4 3.50-4.00   3 3.00-3.49   2 2.50-2.99   1 <2.50	N/A	3.02	3	35%	1.05
<b>Stakeholder Survey Feedback</b>					
o Average survey feedback:					
4 3.50-4.00   3 3.00-3.49   2 2.50-2.99   1 <2.50	N/A	3.21	3	15%	0.45
<b>School-wide Student Achievement (50%)</b>					
<b>School Student Growth Percentile based on CST</b>					
o The average growth percentile of all student scores across tested content areas					
4 > or = 70%   3 55-69%   2 44-54%   1 <44%	N/A	54	2	40%	0.8
<b>Academic Performance Index</b>					
o API is at or above target based on school target					
4 > or = target   3 up to 15 pts. <   2 16-40 pts. <   1 41-60 pts. <	762	784	4	10%	0.4
<b>Overall Effectiveness Score (sum of all weighted scores):</b>					<b>2.70</b>
<b>Overall Effectiveness Rating :</b>				<b>Effective</b>	<b>Effective</b>

## SCHOOL LEADER PERFORMANCE BANDS

<u>Performance Bands (3.4)</u>	<u>Cut Score</u>
<u>Entry</u>	<u>1.0-2.29</u>
<u>Emerging</u>	<u>2.3-2.69</u>
<u>Effective</u>	<u>2.7-3.09</u>
<u>Highly Effective</u>	<u>3.1-3.39</u>
<u>Highly Effective II</u>	<u>3.4-4.0</u>

## SCHOOL LEADERSHIP STAKEHOLDER FEEDBACK-Certificated

**Recommendation:** Each certificated staff member will receive the statements below along with the school leader rubric in order to provide a score for each standard in a domain. Additionally, all scores are aligned to the performance levels of the rubric. A comment box is provided in order for the certificated staff member to provide written feedback for each domain. In order for the school leader to use the feedback to grow in his/her profession, each comment box will be constructed so that a staff member provides their school leader(s) with comments which include areas of strength, areas for growth and next steps.

As described earlier in this document, performance levels are defined in the following way:

- **Highly Effective (4):** School Leaders are highly effective when they have built the capacity of their teacher leaders to facilitate, model, and communicate the various aspects of a high performing school.
- **Effective(3) :** School leaders are effective when they have included all components of level “3” practice at a level of quality as described in each indicator.
- **Emerging(2):** School Leaders are emerging if components of level 3 practices are mostly present but the quality of implementation is inconsistent.
- **Entry(1):** School Leaders are entry if most components of level 3 practices are missing or quality of implementation is poor.

### **Domain 1 - Instructional Leadership**

Principal/Assistant Principal creates a shared vision of college readiness

Principal/Assistant Principal uses data to increase student achievement

Principal/Assistant Principal effectively coaches teachers to improve instruction

Principal/Assistant Principal implements a comprehensive, rigorous and coherent curricular program

Principal/Assistant Principal creates and implements professional development which leads to improved teacher and student performance

Principal/Assistant Principal develops and distributes the instructional leadership of others

**Domain 2 - School Leader People Management**

Principal/Assistant Principal holds employees accountable for results

Principal/Assistant Principal creates a school wide strategic plan

Principal/Assistant Principal builds a well-functioning and collaborative team

Principal/Assistant Principal resolves conflict in a fair and consistent Manner

**Domain 3 –School Leader – Resource Management**

Principal/Assistant Principal manages resources effectively

**Domain 4 – School Leader – School Culture**

Principal/Assistant Principal creates a College for Certain culture

Principal/Assistant Principal effectively fosters a safe and civil environment

Principal/Assistant Principal creates a culture of reflective practice

Principal/Assistant Principal engages parents in creating a positive school culture

Principal/Assistant Principal engages students in creating a positive school culture

Principal/Assistant Principal engages the external community in creating a positive school culture



# SCHOOL LEADERSHIP STAKEHOLDER FEEDBACK-Classified

**Recommendation:** Each classified staff member will receive the statements below that align to the school leader rubric in order to provide a score for each standard in a domain. All scores are aligned to the performance levels of the rubric. A comment box is provided in order for the classified staff member to provide written feedback for each domain. In order for the school leader to use the feedback to grow in his/her profession, each comment box is constructed so that a staff member can provide their school leader(s) with comments which include areas of strength, areas for growth and next steps. As described earlier in this document, performance levels are defined in the following way:

- **Highly Effective (4):** School Leaders are highly effective when they have built the capacity of their teacher leaders to facilitate, model, and communicate the various aspects of a high performing school.
- **Effective(3):** School leaders are effective when they have included all components of level “3” practice at a level of quality as described in each indicator.
- **Emerging(2):** School Leaders are emerging if components of level 3 practices are mostly present but the quality of implementation is inconsistent.
- **Entry(1):** School Leaders are entry if most components of level 3 practices are missing or quality of implementation is poor.

## **Domain 2 - School Leader People Management**

Principal/Assistant Principal holds employees accountable for results

Principal/Assistant Principal creates a school wide strategic plan

Principal/Assistant Principal builds a well-functioning and collaborative team

Principal/Assistant Principal resolves conflict in a fair and consistent Manner

## **Domain 3 –School Leader – Resource Management**

Principal/Assistant Principal manages resources effectively

## **Domain 4 – School Leader – School Culture**

Principal/Assistant Principal creates a College for Certain culture

Principal/Assistant Principal effectively fosters a safe and civil environment

Principal/Assistant Principal creates a culture of reflective practice

Principal/Assistant Principal engages parents in creating a positive school culture

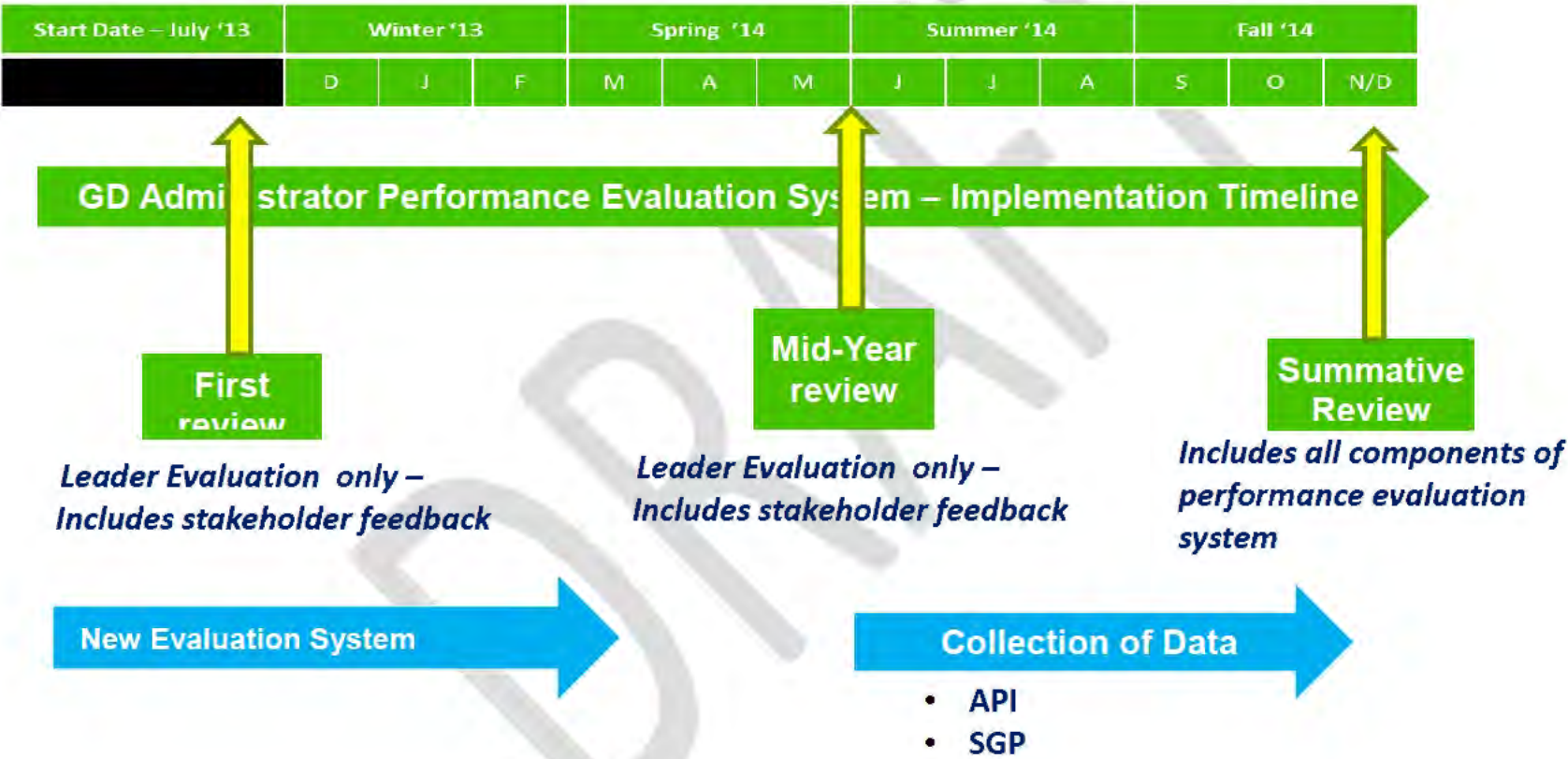
Principal/Assistant Principal engages students in creating a positive school culture

Principal/Assistant Principal engages the external community in creating a positive school culture

DRAFT

# EVALUATION CYCLE FOR FIRST YEAR SCHOOL LEADERS

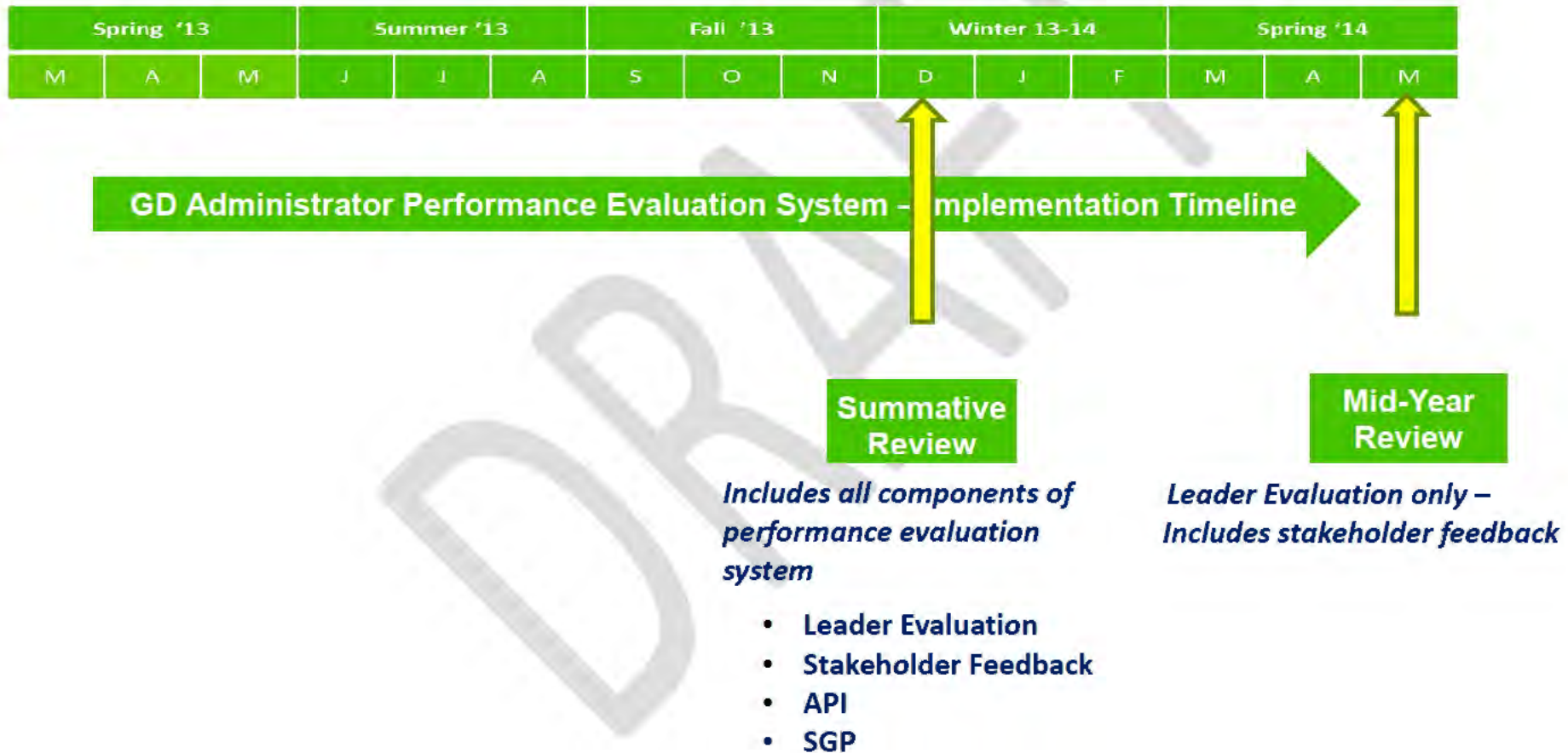
Recommendation: The focus group and Education Team members proposed that a year one school leader should only be measured on leadership performance. As shown in the timeline, this only includes the school leader evaluation rubric and stakeholder feedback.





## SCHOOL LEADER EVALUATION CYCLE FOR RETURNING SCHOOL LEADERS

Recommendation: The first cycle (December 2013) for returning school leaders will include all components of the performance evaluation cycle (summative review). This said, while used to provide them with an overall evaluation of their work, it will not





**STANDARD 1.3  
EFFECTIVELY COACHES TEACHERS TO IMPROVE INSTRUCTION**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at coaching teachers to improve instruction if:</p> <ul style="list-style-type: none"> <li>Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging at</u> coaching teachers to improve instruction if:</p> <ul style="list-style-type: none"> <li>Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul> <div data-bbox="426 516 735 901" style="border: 1px solid black; background-color: #92d050; padding: 5px; text-align: center;"> <p>↑ A level "2" practice require that the majority of level "3" practices are evident but the quality of implementation is not consistent</p> </div>	<p>School Leaders demonstrate their <u>effectiveness at</u> coaching teachers to improve instruction by:</p> <ul style="list-style-type: none"> <li>Providing timely feedback following each informal observation which includes acknowledgement of strengths, an area of targeted improvement, side by side coaching , and clear next steps</li> <li>Providing multiple strategies for teachers to reflect on their teaching practices (video observation, peer observation, modeling, etc.), raising their capacity to self-monitor</li> <li>Exceeding the contractual minimum number of informal observations with debriefs</li> </ul>	<p>School leaders are <u>highly effective at</u> coaching teachers to improve instruction by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>Ensuring that teacher-leaders conduct routine peer observations to collect data that drives professional development and reflection on instructional best practices</li> <li>Ensuring that all PS Champions refine their strategies</li> </ul> <div data-bbox="1182 673 1491 998" style="border: 1px solid black; background-color: #92d050; padding: 5px; text-align: center;"> <p>↑ A level "4" practice is defined when a school leader has built the capacity of their teacher leaders to facilitate, model, and communicate the various aspects of a high performing school.</p> </div>	<p><b>Suggested Evidence</b></p> <ul style="list-style-type: none"> <li>Use of videotaped recordings of classroom practice in informal observation debriefs and professional development</li> <li>Informal observation tracking reports in Table 1</li> <li>Use of teacher reflection protocols for buddy observations, video observations, and Lesson for Study...</li> </ul> <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Use of walk-through observation data from coaching and/or ILT to improve teacher practice through professional development and individual teacher coaching</li> </ul>

Suggested evidence is separated by a level "3" or "4". This is not an exhaustive list of evidence but only suggestions for evidence that can be observed or collected.

# SCHOOL LEADER EFFECTIVENESS RUBRIC

## DOMAIN 1: INSTRUCTIONAL LEADERSHIP

STANDARD 1.1 CREATES A SHARED VISION OF COLLEGE READINESS				
Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at creating a shared vision of college-readiness if:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> practice at creating a shared vision of college-readiness if:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders demonstrate <u>effectiveness</u> at creating a shared vision of college-readiness by:</p> <ul style="list-style-type: none"> <li>• Collaborating with stakeholders to implement a succinct, results-oriented Green Dot college-ready vision statement that is known by all</li> <li>• Engaging stakeholders in the process of assessing the school's strengths and areas for development pertaining to achieving the Green Dot vision for college-readiness</li> </ul>	<p>School leaders are <u>highly effective</u> at creating a shared vision of college-readiness by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Establishing a reputation in the community and with universities for producing college-ready graduates</li> <li>• School leaders have established systems and protocols that allow stakeholders to lead college-ready initiatives with appropriate oversight of school administration</li> </ul>	<ul style="list-style-type: none"> <li>• Succinct Green Dot vision statement of college-readiness</li> <li>• Students, teachers and families can communicate the college-ready vision</li> <li>• Minutes from ILT, SAC and other leadership committees reflect engagement in the shared vision of college readiness</li> <li>• College knowledge lessons and workshops have been integrated into the school's advisory or curricular program</li> </ul> <p><b><u>Level 4</u></b></p> <ul style="list-style-type: none"> <li>• 4-year college or university acceptance rate exceeds the school's Green Dot Gold Standard target</li> <li>• Upper-class students lead orientations for incoming students during summer bridge</li> <li>• Level III practices are promoted and led by stakeholders with appropriate oversight from school administrators.</li> <li>• More than 90% of students</li> </ul>

				<p>believe you are preparing them for college, leadership and life.</p> <ul style="list-style-type: none"><li>• More than 90% of parents believe you are preparing them for college leadership and life.</li></ul>
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**STANDARD 1.2  
USES DATA TO INCREASE STUDENT ACHIEVEMENT**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at creating a shared vision of college-readiness if:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging</u> at creating a shared vision of college-readiness if:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders demonstrate their <u>effectiveness</u> at using data to increase student achievement by:</p> <ul style="list-style-type: none"> <li>• Facilitating data-driven conversations with individual and groups of teachers to analyze student level assessment data and to develop plans for improving student achievement</li> <li>•</li> </ul>	<p>School leaders are <u>highly effective</u> at using data to increase student achievement by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Ensuring that teachers align their class and daily proficiency targets to the Green Dot Gold Standard targets for their school</li> <li>• Ensuring teachers use the results of formative and summative assessments to drive self-monitoring (reflection and goal setting) activities for students</li> <li>• Level three practices are promoted and led by stakeholders with appropriate oversight of school administration</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers scores on Indicator 1.3 A: Lesson Design Guided by Data of the College Ready Teaching Framework</li> <li>• Minutes from department and grade level meetings reflect time spent on data-driven conversations and lesson planning</li> <li>• The SMART goals for the School strategic plans, Single School District Plan and WASC Action Plans are based upon performance data</li> <li>• Common Assessments, Data Director Reports, and Meeting Minutes from PLC collaboration time.</li> </ul> <p><b><u>Level 4</u></b></p> <ul style="list-style-type: none"> <li>• Teachers have class-wide proficiency targets and goals posted prominently in class and refer to them on a daily basis</li> <li>• Students are provided frequent opportunities to reflect on their performance as it relates to class and school performance targets (3.4 C related)</li> <li>• The Instructional Leadership Team facilitates data-driven conversations within their departments and develop action plans for improving student achievement</li> <li>• Teacher-leader groups lead data analysis meetings to monitor and revise school action plans</li> <li>• The Instructional Leadership Team plan and implement professional development</li> </ul>

				prioritized accordingly with school achievement data
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**STANDARD 1.3**  
**EFFECTIVELY COACHES TEACHERS TO IMPROVE INSTRUCTION**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at coaching teachers to improve instruction if:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging at</u> coaching teachers to improve instruction if:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders demonstrate their <u>effectiveness at</u> coaching teachers to improve instruction by:</p> <ul style="list-style-type: none"> <li>• Providing timely feedback following each informal observation which includes acknowledgement of strengths, an area of targeted improvement, side by side coaching, and clear next steps</li> <li>• Providing multiple strategies for teachers to reflect on their teaching practices (video observation, peer observation, modeling, etc.), raising their capacity to self-monitor</li> <li>• Exceeding the contractual minimum number of informal observations with debriefs</li> </ul>	<p>School leaders are <u>highly effective at</u> coaching teachers to improve instruction by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Ensuring that teacher-leaders conduct routine peer observations to collect data that drives professional development and reflection on instructional best practices</li> <li>• Ensuring that the GDPS Champion Teaching Strategies are implemented proficiently in all classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Use of videotaped recordings of classroom practice in informal observation debriefs and professional development</li> <li>• Informal observation tracking reports in Tableau</li> <li>• Use of teacher reflection protocols for buddy observations, video observations, and Lesson for Study...</li> </ul> <p><b><u>Level 4</u></b></p> <ul style="list-style-type: none"> <li>• Use of walk-through observation data from coaching and/or ILT to improve teacher practice through professional development and individual teacher coaching</li> </ul>

**STANDARD 1.4  
 IMPLEMENTS A COMPREHENSIVE, RIGOROUS AND COHERENT CURRICULAR PROGRAM**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at coaching teachers to improve instruction if:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging at</u> coaching teachers to improve instruction if:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders demonstrate their <u>effectiveness at</u> implementing a comprehensive, rigorous and coherent curricular program by:</p> <ul style="list-style-type: none"> <li>• Implementing with fidelity the GDPS recommended curricular pathways and placement</li> <li>• Ensuring that California and Common Core Standards are aligned vertically and horizontally within the school</li> <li>• Providing individual and groups of teachers with training and support to develop and implement lesson plans, unit plans and assessments that prepare students for the rigor of the Common Core Standards for Career and College Readiness</li> </ul>	<p>School leaders are <u>highly effective at</u> implementing a comprehensive, rigorous and coherent curricular program all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Ensures that student cohort data reflects yearly decreases in the number of students in need of remediation</li> <li>• Ensures that the Common Core expectations for reading and writing are implemented with fidelity across all curricula</li> </ul>	<ul style="list-style-type: none"> <li>• A master schedule that meets the needs of students based on data including clear pathways and requisite preparation</li> <li>• Percent of students fulfilling the A-G requirements</li> <li>• College-readiness rates on the EAP exceed the GDPS Gold Standards</li> <li>• AP pass rates</li> <li>• Common Core Assessment Results</li> <li>• Student writing samples for each course</li> </ul>



**STANDARD 1.5**

**CREATES AND IMPLEMENTS PROFESSIONAL DEVELOPMENT WHICH LEADS TO IMPROVED TEACHER AND STUDENT PERFORMANCE**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at creating and Implementing professional development which leads to improved teacher and student performance if:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging</u> at creating and Implementing professional development which leads to improved teacher and student performance if:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders demonstrate their <u>effectiveness at</u> creating and Implementing professional development which leads to improved teacher and student performance by:</p> <ul style="list-style-type: none"> <li>• Creating and delivering professional developments with teacher-leaders or teacher-leadership teams using the GDPS professional development rubric as a guide</li> <li>• Providing effective, data-driven professional development aligned with staff needs and school-wide strategic plans</li> <li>• Consistently modeling the aspects of quality teaching and instructional best practices during professional development</li> <li>• Ensuring professional developments promote collaboration and group problem solving on issues relevant to the school's strategic plan and the needs of students</li> <li>• Ensuring post professional development expectations and systems of support are in place to guarantee practices are implemented with fidelity across teachers and the school</li> </ul>	<p>School leaders are <u>highly effective at</u> creating and Implementing professional development which leads to improved teacher and student performance by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Level three practices are promoted and led by teachers and teacher-leaders with appropriate oversight of school administration</li> <li>• Creating Inquiry and/or lesson for study groups to promote authentic, self-directed and monitored professional development for faculty</li> <li>• Ensuring professional developments routinely meet or exceed the standard for professional development in GDPS</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and scores using the GDPS Professional Development Rubric</li> <li>• ILT and Admin Team Walkthrough evidence of PD implementation</li> <li>• Strategic Professional Development Calendar (scope and sequence)</li> <li>• Agendas, minutes, and Power Point decks of professional development</li> <li>• Agendas, minutes and deliverables from inquiry groups and/or teacher teams</li> </ul>

**STANDARD 1.6**  
**DEVELOPS AND DISTRIBUTES THE INSTRUCTIONAL LEADERSHIP OF OTHERS**

Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at developing and distributing the Instructional leadership of others if:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging</u> at developing and distributing the Instructional leadership of others if:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders demonstrate their <u>effectiveness at</u> developing and distributing the Instructional leadership of others by:</p> <ul style="list-style-type: none"> <li>• Defining the role of teacher-leaders and developing systems for them to support their colleagues</li> <li>• Selecting highly effective teacher and counselor leaders to participate on school leadership teams</li> </ul>	<p>School leaders are <u>highly effective at</u> developing and distributing the Instructional leadership of others by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Ensuring that teacher-leaders lead and facilitate professional development. colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders are using multiple measures (pie chart) to select highly effective teachers for the leadership team.</li> <li>• Teacher-Leader Roles and Responsibilities documents</li> <li>• Agendas, minutes and Power Points of department and grade level meetings</li> <li>• Walkthrough agendas, minutes and findings</li> <li>• Data-analysis protocols, findings and recommendations</li> <li>• Strategic Professional Development Plan</li> </ul>

## DOMAIN 2: People Management

People Management Standard 2.1 Holds Employees Accountable for Professional Standards				
Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> level at holding employees accountable to the union contract(s) and GDPS employee handbook when:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging</u> at holding employees accountable to the union contract(s) and GDPS employee handbook when:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are <u>effective</u> at holding employees accountable to the union contract(s) and GDPS employee handbook by:</p> <ul style="list-style-type: none"> <li>• Clearly communicating expected professional standards and norms that support school mission.</li> <li>• Providing staff with appropriate professional development, training and supports to ensure adherence to regulations, policies and protocols.</li> <li>• Implements fair and consistent systems to hold employees accountable for professional standards</li> </ul>	<p>School leaders are <u>highly effective</u> at holding employees accountable to the union contract(s) and GDPS employee handbook by</p> <ul style="list-style-type: none"> <li>• Establishing a culture whereby all stakeholders hold each other accountable for maintaining professional conduct and implementation of GDPS policies and protocols.</li> <li>• Recognizing and incentivizing staff behavior that consistently adheres to and promotes professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder feedback survey</li> <li>• Facilitates employee training of professional conduct</li> <li>• School leader maintains appropriate documentation and actions to address issues of staff unprofessional conduct.</li> <li>• School leader administers appropriate disciplinary measures of staff who exhibit unprofessional conduct.</li> <li>• School leader provide the staff with the GDPS Employee Handbook outlining supports and procedures for holding staff accountable in regards to regulations, policies and protocols.</li> </ul> <p><b>Level "4"</b></p> <ul style="list-style-type: none"> <li>• School leader and AMU/ACEA site reps initiate and facilitate training around staff professional conduct, GDPS policies and AMU/ACEA contract.</li> <li>• School leader and teacher leaders take the initiative to create systems to support one another (new teacher support group, QIT's developed by teacher leaders).</li> <li>• Implement quarterly surveys to monitor effectiveness of PD and implementation progressive discipline system.</li> <li>• Quarterly or semester recognition of staff that embody</li> </ul>



				specific professional standards and staff norms.
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People Management Standard 2.2 Strategic Planning				
Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at strategic planning when:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging</u> at strategic planning when:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are <u>effective</u> at strategic planning by:</p> <ul style="list-style-type: none"> <li>▪ Using data and stakeholder input to create an effective strategic plan.</li> <li>▪ Providing staff training, protocols, time and support to analyze multiple data sources and to create and monitor school strategic plans</li> <li>▪ Developing a comprehensive professional development plan aligned to the data-driven needs of students and teachers</li> <li>▪ Developing and implementing a master schedule that meets the needs of students</li> </ul>	<p>School leaders are <u>highly effective</u> at strategic planning by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Establishing a culture whereby all stakeholders collaborate to design and monitor an effective strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategic plan is aligned to GDPS initiatives as well as school data.</li> <li>• The SMART goals for the School strategic plans, Single School District Plan and WASC Action Plans are based upon performance data</li> <li>• At the beginning of the school year, the school leader sets benchmark dates (minimum of once/quarter) to review progress of the strategic plan based on data and staff input</li> <li>• Add stakeholder feedback survey</li> </ul> <p><b>Level "4"</b></p> <ul style="list-style-type: none"> <li>• Observations demonstrate an ownership of the division of duties of the team versus the reliance on the school leader when designing the strategic plan.</li> <li>• Multiple members of the team are leading portions of the strategic planning process.</li> </ul>

People Management Standard 2.3 Builds a Collaborative and Well-Functioning Team				
Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders are <u>entry</u> at building a collaborative and a well-functioning team when:</p> <ul style="list-style-type: none"> <li>Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders are <u>emerging</u> at building a collaborative and a well-functioning team when:</p> <ul style="list-style-type: none"> <li>Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are <u>effective</u> at building a collaborative and a well-functioning team by:</p> <ul style="list-style-type: none"> <li>Retaining highly effective teachers AND/OR by developing them into school or organizational leaders (e.g. PDLs, Data Fellows, AIRs, etc.)</li> <li>Identifying, developing, retaining and supporting staff in alignment with high expectations for performance.</li> <li>Developing the capacity of teacher-leaders to lead effective meetings and provide instructional feedback and coaching to their peers</li> <li>Providing teacher leaders with the opportunity to observe classrooms, norm evidence, and calibrate ratings on the College Ready Teaching Framework (CRTF)</li> <li>Training teacher leaders to analyze pertinent teacher effectiveness data to</li> </ul>	<p>School leaders are <u>highly effective</u> at building a collaborative and well-functioning team by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>Teacher leaders demonstrate a responsibility to train other teachers to perform their daily duties and/ or other leadership roles.</li> <li>Developing a school staff that is solution oriented and works collaboratively to solve problems.</li> <li>Ensuring that teacher-leaders provide members of their team with opportunities to norm evidence and calibrate ratings on the CRTF</li> <li>Ensuring that teacher-leaders facilitate regular data analysis meetings with their teams to determine instructional next steps and intervention plans for students not meeting the standards</li> </ul>	<ul style="list-style-type: none"> <li>School leaders are using multiple measures (pie chart) to select highly effective teachers for the leadership team.</li> <li>School leaders are using the GDPS hiring process <u>with</u> fidelity in order to increase the probability of placing a highly effective teacher in the classroom.</li> <li>Based on multiple measures, school leaders identify teachers who have consistently scored below the GDPS average and are in need of additional support to improve their performance, which may include the placement on a development plan.</li> <li>School leaders have systems in place to provide monthly/quarterly recognition of staff accomplishments.</li> <li>Stakeholder feedback survey</li> </ul> <p><b>Level “4”</b></p> <ul style="list-style-type: none"> <li>There is structure and time set aside for teacher leaders to mentor and support their peers. (e.g. – a school leader may provide one day per quarter for teacher leaders to observe, provide feedback and co- plan with their peers).</li> <li>Time is set aside for teacher leaders to meet with their grade level or department to</li> </ul>



		develop plans for site-based professional development <ul style="list-style-type: none"> <li>Recognizing and rewarding individual and group behaviors systematically through public and private acknowledgment.</li> </ul>		review and refine a department strategic plan, review student achievement data, resolve issues within a department or grade level through the use of structured protocols. (e.g.- SST, consultancy or student analysis protocol).
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People Management Standard 2.4 Resolves Conflict in a Fair and Consistent Manner				
Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
School Leaders are <u>entry</u> at resolving conflict in a fair and consistent manner when: <ul style="list-style-type: none"> <li>Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	School Leaders are <u>emerging</u> at resolving conflict in a fair and consistent manner when: <ul style="list-style-type: none"> <li>Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	School leaders are <u>effective</u> at resolving conflict in a fair and consistent manner by: <ul style="list-style-type: none"> <li>Successfully managing divergent points of view.</li> <li>Intervening to mediate and/or have courageous conversations with stakeholders through a variety of conflict resolution strategies when conflict presents itself.</li> </ul>	School leaders are <u>highly effective</u> at resolving conflict in a fair and consistent manner by achieving all of level 3 and by: <ul style="list-style-type: none"> <li>The staff has internalized the professional expectations for resolving conflict through their own interactions without escalating to the school leader</li> <li>The school leader has provided the staff with the necessary training and skills to resolve conflict with one another.</li> </ul>	<ul style="list-style-type: none"> <li>The school leader uses a variety of problem solving methods (e.g. - consensus model, courageous conversations) to resolve conflict and/or problem solve as evident in grade level, department meetings, ILT and other committees.</li> <li>Through the use of the courageous conversation model, the school leader consistently addresses issues that arise.</li> <li>Add stakeholder feedback survey</li> <li> <b>Level "4"</b> <ul style="list-style-type: none"> <li>The staff has internalized and can model the professional expectations by the way they interact with each other</li> <li>The staff has courageous conversations with one another without escalating to the school leader.</li> </ul> </li> </ul>

## DOMAIN 3: RESOURCE MANAGEMENT

Standard 3.1 MANAGES RESOURCES EFFECTIVELY				
Level 1: Entry	Level 2: Emerging	Level 3: Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at managing resources when:</p> <ul style="list-style-type: none"> <li>Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> practice at managing resources when:</p> <ul style="list-style-type: none"> <li>Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are <u>effective</u> at managing resources by:</p> <ul style="list-style-type: none"> <li>Implementing a plan for student recruitment and retention to meet enrollment goals</li> <li>Identifying strategies to ensure that the school meets ADA goals</li> <li>Create a budget that prioritizes school resources that are aligned with the school's vision and strategic plan</li> <li>Ensuring budget goals are maintained</li> <li>Creating structures for the Office Manager to supervise, delegate, and train office personnel</li> </ul>	<p>School leaders are <u>highly effective</u> at managing resources by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>Level 3 practices are promoted and led by stakeholders with appropriate oversight of school administrators.</li> </ul>	<p><b>"3" Evidence</b></p> <ul style="list-style-type: none"> <li>Meeting ADA and enrollment goals</li> <li>SAC meeting minutes addressing budget, ADA, and enrollment</li> <li>Office personnel evaluations</li> <li>Running agenda of meetings with Office Manager</li> <li>Student wait list</li> </ul> <p><b>"4" Evidence</b></p> <ul style="list-style-type: none"> <li>Exceeds ADA and Enrollment targets.</li> <li>Required reserve is fulfilled</li> <li>Budgets are built with a zero balance between revenue and spending.</li> </ul>



## DOMAIN 4: COLLEGE FOR CERTAIN CULTURE

School Culture Standard 4.1 Creates a College For Certain Culture				
Level 1: Entry	Level 2: Emerging	Level 3 :Effective	Level 4: Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at building a CFC culture when:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> practice at building a CFC culture when:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are effective at building a CFC culture by:</p> <p style="text-align: center;">Implementing and monitoring college readiness curriculum and programming to support all students toward "CFC"</p> <ul style="list-style-type: none"> <li>• Holding counselors accountable to plan with students and monitor academic progress towards college-readiness</li> <li>• Physical environment of campus promotes college awareness</li> <li>• Planning systems and structures that are aligned to the Green Dot vision of college-readiness</li> </ul>	<p>School leaders are <u>highly effective</u> at building a CFC culture by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Exceeding the school's yearly Green Dot Gold Standard target for percentage of students accepted into a 4-year college or university and EAP exemption rates (high school only)</li> <li>• Exceeding the school's yearly Green Dot Gold Standard targets for CST proficiency on ELA and Math standardized assessments (middle school only)</li> <li>• Ensuring that CFC for all students exists in the school and is promoted by stakeholders (especially teachers, parents and students)</li> <li>• School leaders have established systems and protocols that allow stakeholders to lead college- ready initiatives with appropriate oversight of school administration</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory, curriculum skills, career and college readiness curriculum; AVID Strategies Data for student GPA, A-G fulfillment, EAP, SAT, scholarship and FAFSA application completion</li> <li>• Meeting the school's yearly Green Dot Gold Standard targets for students accepted to 4 year universities and EAP earned exemptions (high school only)</li> <li>• Meeting the school's yearly Green Dot Gold Standard targets for CST proficiency on ELA and Math standardized assessments (middle school only)</li> <li>• Data for effectiveness of programs such as student surveys, teacher surveys and student achievement data</li> <li>• College tours, fieldtrips, fairs, and workshops; SAT prep classes</li> <li>• College banners, bulletin boards, displays of acceptance letters, etc.</li> <li>• Counselor evaluations.</li> </ul> <p><b>Level "4"</b></p> <ul style="list-style-type: none"> <li>• School leaders have established systems and protocols that allow stakeholders to lead college- ready initiatives with appropriate oversight of school</li> </ul>

				administration
				<ul style="list-style-type: none"><li>• Average of 3.5 or higher on Student and Family Survey.</li></ul>

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## School Culture Standard 4.2

### Effectively Fosters a Safe and Civil Environment

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at fostering a safe and civil environment when:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> practice at fostering a safe and civil environment when:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are effective at fostering a safe and civil environment by:</p> <ul style="list-style-type: none"> <li>• Implementing a clear, progressive, consistent, and fair student code of conduct that aligns to the Green Dot model.</li> <li>• Offering positive reinforcement and appropriate consequences for misconduct.</li> <li>• Systemically reviewing data with teacher leadership teams to identify strengths and weaknesses to implement appropriate interventions and establish action plans for improvement.</li> <li>• Implementing a positive school culture and classroom strategies, including professional development, monitoring of data, and refining program.</li> </ul>	<p>School leaders are <u>highly effective</u> at building a CFC culture by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Level III practices are promoted and led by stakeholders with appropriate oversight from school administrators.</li> <li>• 95% or more of stakeholders agree with the following statements on stakeholder feedback: <ul style="list-style-type: none"> <li>○ Select appropriate statements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Facilitation of individual and group counseling,</li> <li>• Implementation of the SST process including specific RTI strategies</li> <li>• Use of mediation on site including student to student and student to staff</li> <li>• Review and monitoring of student agreements</li> <li>• Facilitation of safe and civil walk through collecting data on HMP, Guidelines for Success and Student and Staff Interactions</li> <li>• Review and monitoring of discipline data including detentions, referrals and suspensions</li> <li>• Implementation of alternatives to suspension as needed Facilitation of DRB and DRP process on campus including well-documented investigations and appropriate GDPS paperwork. positive stakeholder feedback (parent, students and staff) from related to statements of school culture.</li> </ul>



### School Culture Standard 4.3

#### Creates a Culture of Reflective Practice

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at creating a culture of reflective practice when:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> practice at creating a culture of reflective practice when:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are effective at creating a culture of reflective practice by:</p> <ul style="list-style-type: none"> <li>• Reflecting on stakeholder feedback and personal performance with the intent to continuously design and improve a SMART goal, strategic plan and leadership skills</li> <li>• Consistently reflecting shared values in interactions in the school, district, and community; demonstrating high standards for professional and personal interaction</li> <li>• Modeling and upholding high standards for professional behavior that are representative of the positive norms, values, and culture of the organization Modeling the process of reflecting on personal growth</li> <li>• Providing staff the opportunity and training necessary to reflect on their professional growth.</li> <li>• Providing opportunities for student to reflect on their own growth through advisory and coursework (academic consultancy).</li> </ul>	<p>School leaders are <u>highly effective</u> at building a culture or reflective practice by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>• Receptive to feedback and open to implementing new ways to make school and personal improvement</li> <li>• Exemplifying shared values of the school and organization and seeking opportunities to participate in GDPS' shared values, mission and vision</li> <li>• Provides students and parents opportunity to reflect on their contribution toward fulfilling the school's mission.</li> <li>• Provides differentiated opportunities for individuals who may struggle to be reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Data day or similar opportunity for stakeholders to engage in reflective practice</li> <li>• PD plans and meeting minutes focused on data reflection</li> <li>• Semi-annual review of stakeholder feedback including actionable next steps for personal development</li> </ul>

## School Culture Standard 4.4

### Engages Parents in Creating a Positive School Culture

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at engaging parents in creating a positive school culture when:</p> <ul style="list-style-type: none"> <li>Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> engaging parents in creating a positive school culture when:</p> <ul style="list-style-type: none"> <li>Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School leaders are effective at engaging parents in creating a positive school culture by:</p> <ul style="list-style-type: none"> <li>Using a variety of media to communicate with parents about events, opportunities for involvement, school goals, etc.</li> <li>Using consistent systems of parent accountability for service hours, student discipline, and student achievement</li> <li>Ensuring all staff consistently respond to parents in a timely and appropriate manner</li> <li>Providing parents training and resources to ensure students' academic progress is supported at home</li> <li>Ensuring parent participation in school-wide events and school governance</li> </ul>	<p>School leaders are <u>highly effective</u> at building a CFC culture by achieving all of level 3 and by:</p> <ul style="list-style-type: none"> <li>Establishing systems and protocols for garnering ongoing feedback from parents in response to school-site needs.</li> <li>Stakeholders hold each other responsible for consistently responding to parents in a timely and appropriate manner</li> <li>Parents solicit on-going feedback from other parents and advocate with school leadership for school improvement in accordance with parent feedback</li> <li>Providing parents training and resources led by other parents to support the school's mission.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitation of Coffee with the Principal/Assistant Principal on a monthly basis</li> <li>Facilitation of the GDPS family survey</li> <li>Parent participation feedback through oversight visitation including Charter Renewal, WASC and Ed Team site visits</li> <li>Parent Participation in the School Advisory Council</li> <li>Facilitation of parent workshops on a monthly basis addressing specific needs of the school community</li> <li>Tracking and monitoring of parent volunteer hours</li> <li>Parents address concerns with school site leadership before escalation to GDPS</li> <li>Sign-in sheets from events and committees.</li> <li>Stakeholder feedback (parents)</li> <li>Minutes of Coaching session with Parent Coordinator.</li> </ul>

**School Culture Standard 4.6**

**Engages External Community in Creating a Positive School Culture**

Level 1: Entry	Level 2: Emerging	Level 3 – Effective	Level 4 – Highly Effective	Suggested Evidence
<p>School Leaders demonstrate <u>entry</u> level practice at engaging external community in creating a positive school culture when:</p> <ul style="list-style-type: none"> <li>• Most components of level 3 practice are missing or quality of implementation is poor</li> </ul>	<p>School Leaders demonstrate <u>emerging</u> practice at engaging external community in creating a positive school culture when:</p> <ul style="list-style-type: none"> <li>• Components of level 3 practices are mostly present but the quality of implementation is inconsistent</li> </ul>	<p>School Leaders are effective at engaging external community in creating a positive school culture by:</p> <ul style="list-style-type: none"> <li>• Creating partnerships with community organizations to bring resources to students, parents and teachers</li> <li>• Implementing best practices in outreach and forms partnerships with community organizations to be inclusive of diverse stakeholders</li> <li>• Creating effective relationships with local educational partners, including: authorizing district, accrediting organizations, and feeder and other neighborhood schools.</li> <li>• Participating in civic community events (e.g., neighborhood council</li> </ul>	<p>School leaders are <u>highly effective</u> at engaging external community in creating a positive school culture by:</p> <ul style="list-style-type: none"> <li>• Empowering school stakeholders to create partnerships with community organizations to bring resources to students, parents and teachers (I would be cautious of this being read as an invitation for staff to bring in un-vetted groups).</li> <li>• Empowering school stakeholders to implement best practices in outreach and form partnerships with community organizations to be inclusive of diverse stakeholders</li> <li>• Providing space for community groups to hold meetings on campus</li> </ul>	<ul style="list-style-type: none"> <li>• School Advisory Council Attendance</li> <li>• Community organizations actively participate in school events</li> <li>• Number of students from feeder schools matriculating</li> <li>• Number of collaborative events hosted</li> <li>• Resources offered to school by community organizations are aligned to school strategic plan</li> <li>• Community college classes offered at the site</li> <li>• Articulation plan between school and feeder school</li> </ul>

**Attachment #19 – Green Dot Washington State Teacher Evaluation Tools**



## Teacher Evaluation

Green Dot Washington State would look to develop a multiple measure teacher evaluation system that takes into account classroom observation ratings per Green Dot Public Schools' College-Ready Teaching Framework, student growth data (with the exact model of student growth pending due to the transition in assessments), and stakeholder feedback.

The Washington State Executive Director and the Vice President of National Expansion will seek teacher input in the final design and recommendation.

### Teacher Evaluation Weights by Group

Metric	Group 1 (Non-tested)	Group 2 (Tested)	Group 3 (Special Education)
Classroom Observation	55%	40%	35%
Student Growth Percentile (Teacher-level)	N/A	30%	N/A
Student Growth Percentile (School-level)	25%	10%	20%
Student Survey	10%	10%	10%
Family Survey	5%	5%	5%
360 (Peer) Survey	5%	5%	5%
Compliance	N/A	N/A	25%

# The College-Ready Teaching Framework 2013-2014

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression assessments
	B) Planned response to assessment data
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

<b>CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES</b>	
<b>Domain 4: Developing Professional Practice</b>	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Use of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Participation in the school community
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process
<b>Domain 5: Developing Partnerships with Family and Community</b>	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge or use of community resources

**Domain 1: Data-Driven Planning and Assessing Student Learning** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition or content. AND Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) are missing either a specific level of cognition or content. OR Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) include both a specific level of cognition and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	<i>All of level 3 and...</i> Learning objective(s) exceed level of cognitive demand required by content standards.
	B) Measurability of learning objectives	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior uses only general criteria for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Independent mastery of the proving behavior is measured by multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	<i>All of level 3 and...</i> The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson cycle.	The teacher inconsistently plans cognitively engaging learning experiences throughout the lesson cycle. OR Instructional plans include cognitively engaging learning experiences but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, and each learning experience provides appropriate time and support.	<i>All of level 3 and...</i> Instructional plans provide differentiated, cognitively engaging learning experiences for subgroups of students.

**Domain 1: Data-Driven Planning and Assessing Student Learning** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization <b>or</b> instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization <b>and</b> instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	<i>All of level 3 and...</i> The teacher cites instructional strategies to meet the needs of individual students.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for the whole class of students.	The teacher identifies some prerequisite knowledge and skills but key prerequisite knowledge may not be identified for students to achieve the standard/learning objective(s) OR The teacher includes opportunities to activate prerequisite knowledge, and the teacher includes strategies to address potential gaps for the whole class of students.	The teacher accurately identifies all of the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	<i>All of level 3 and...</i> The teacher includes strategies to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student content misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student content misconceptions <b>but does not</b> include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student content misconceptions <b>and</b> includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	<i>All of level 3 and...</i> The teacher includes opportunities for students to uncover and correct their own content misconceptions.
1.5 Design assessments to ensure student mastery	A) Selection and progression of assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	Different types of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> The formative assessments are differentiated to yield actionable data about subgroups of students.

**Domain 1: Data-Driven Planning and Assessing Student Learning** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	B) Planned response to assessment data	The teacher has not planned to adjust instruction based on the data from formative assessments.	The teacher inconsistently plans to adjust instruction based on the data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	All of level 3 and... The teacher articulates how students will be involved in establishing next steps.
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**Domain 2: The Classroom Learning Environment** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete <b>tasks</b> without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort <b>to learn</b> and persist in producing high quality work.	All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits no need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions demonstrate a positive rapport with individual students.



**Domain 2: The Classroom Learning Environment** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	All of level 3 and... Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implemented routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

**Domain 3: Instruction** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	All of level 3 and... Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B) Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior <b>or</b> future learning. OR The teacher makes connections to prior <b>and</b> future learning but the connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior <b>and</b> future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior <b>and</b> future learning.
	C) Criteria for success	The teacher does not mention criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s). AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	All of level 3 and... The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	All of level 3 and... To address the needs of subgroups or an individual student, the teacher adapts and pacing or the release of responsibility.

**Domain 3: Instruction** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	B) Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging. OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging. OR Some learning experiences match the level of rigor required to attain mastery of the standard/learning objective(s).	Learning experiences throughout the lesson cycle are cognitively engaging. AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	All of level 3 and... Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).
3.3 Implementation of instructional strategies	A) Questioning	The teacher poses questions to a small number of students. AND The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s).	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking.	All of Level 3 and... Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.
	B) Academic Discourse	The teacher does not require students to use the language of the discipline, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use the language of the discipline, discuss academic ideas, <b>or</b> justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use the language of the discipline, discuss academic ideas, <b>and</b> justify their reasoning.	Students facilitate whole class or small group conversations and consistently use the language of the discipline, discuss academic ideas, and justify their reasoning.
	C) Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	All of level 3 and... Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective.

**Domain 3: Instruction** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	D) Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.	All of level 3 and... Students choose, adapt, or create materials to extend learning.
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using different techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	All of level 3 and... The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
	B) Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	All of level 3 and... Students provide specific feedback to one another.
	C) Self- monitoring	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.	The teacher provides students with opportunities for self-monitoring exercises that do not move students towards mastery of the learning objective(s).	The teacher provides and students engage in self-monitoring exercises that move students towards mastery of the objective(s).	All of level 3 and ... Students judge their own performance relative to success criteria and specifically identify further steps in learning.

**Domain 4: Developing Professional Practice** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a somewhat accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved OR how the teacher's practice can be improved in future lessons.	The teacher makes specific suggestions about how the lesson could be improved AND how the teacher's practice can be improved in future lessons.	All of level 3 and... The teacher predicts how the improvements will advance student learning in future lessons.
	C) Use of feedback	The teacher rarely uses feedback from supervisors or colleagues to improve practice.	The teacher inconsistently uses feedback from supervisors and colleagues to improve practice.	The teacher consistently uses feedback from supervisors and colleagues to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks out feedback from supervisors and colleagues to improve their practice.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The teacher rarely participates in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive, collegial, and professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher rarely applies learning gained from professional development activities, and does not contribute to the development of others.	The teacher applies learning gained from professional development activities, and makes inconsistent contributions to the development of others.	The teacher applies the learning gained from professional development. The teacher contributes to the development of others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the development of others.
	C) Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).

**Domain 4: Developing Professional Practice** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher assumes a leadership role in encouraging others to develop this belief.
	B) Passion for excellence	The teacher is rarely solution-oriented.	The teacher is solution-oriented but inconsistently uses data and feedback to inform their decisions in order to ensure continuous improvement.	The teacher is solution oriented within the classroom and at the school site, and uses data and feedback to inform their decisions in order to ensure continuous improvement.	<i>All of level 3 and...</i> The teacher assumes a leadership role and actively participates at the school level to collaboratively develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	The teacher rarely holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher inconsistently holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher holds themselves accountable for their results and responsibilities in their classroom and in the school community.	<i>All of level 3 and...</i> The teacher assumes a leadership role to help others develop their accountability.
	D) Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher assumes a leadership role to strengthen relationships among stakeholders.
	E) All stakeholders critical to process	The teacher rarely seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher inconsistently seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	<i>All of level 3 and...</i> The teacher assumes a leadership role in helping others incorporate and use stakeholder feedback.

**Domain 5: Developing Partnerships with Family and Community** 2013-2014

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student's progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student's progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student's progress.	<i>All of level 3 and...</i> The teacher assumes a leadership role in supporting others to develop and implement systems that initiate communication with parents.
	B) Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	<i>All of level 3 and...</i> The teacher assumes a leadership role in supporting others with responding to parent communication in an appropriate and timely manner.
	C) Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child's education.	The teacher inconsistently engages parents in the instructional program as a partner in their child's education.	The teacher engages parents in the instructional program as a partner in their child's education.	<i>All of level 3 and...</i> The teacher assumes a leadership role in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
	B) Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	<i>All of level 3 and...</i> The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.



## **Attachment #20 – Green Dot Washington State Proof of Commitment for Facilities**

While Green Dot Washington State does not yet have a signed facility commitment, we have letters of support on the following pages that should demonstrate we are working with the necessary experts, lenders and developers in order to identify, finance and develop a facility in time for Green Dot's '15-'16 launch. In addition, we've included a tear sheet on one private facility Green Dot is considering pursuing – the former site of Rogers Elementary.



November 13, 2013

Marco Petruzzi  
Chief Executive Officer  
Green Dot Public Schools  
1149 S. Hill Street, Suite #600  
Los Angeles, CA 90015

RE: Engagement Letter for Facilities Services

Dear Marco:

This letter hereby confirms Pacific Charter School Development, Inc. ("PCSD") engagement with Green Dot Public Schools ("Green Dot") to locate, secure, and (if necessary) construct new charter school facilities in Tacoma, Washington.

PCSD is a non-profit real estate development company that was created to help high-quality charter schools that operate in underserved communities locate and develop charter school facilities. PCSD is the largest developer of public schools in the nation having built nearly 50 schools serving 20,000 students.

PCSD's initial services will include:

- Site Identification – PCSD will leverage its project management team and brokers to identify off and on market sites that can be pursued for development. PCSD will then vet sites based on preliminary due diligence and client requirements to determine which sites to pursue.
  - Site Due Diligence – PCSD will investigate entitlement, environmental and constructability risks associated with target site to assess availability.
  - Develop Site Concepts – PCSD will work with a local architect to develop preliminary sketches for potential projects.
  - Negotiate Purchase and Escrow Terms for Sites – PCSD will negotiate terms with the seller that will support the purchase and development of the site.

PCSD is pleased to be working with Green Dot and looks forward to our engagement. Please contact me at (213) 542-4711 should you have any questions.

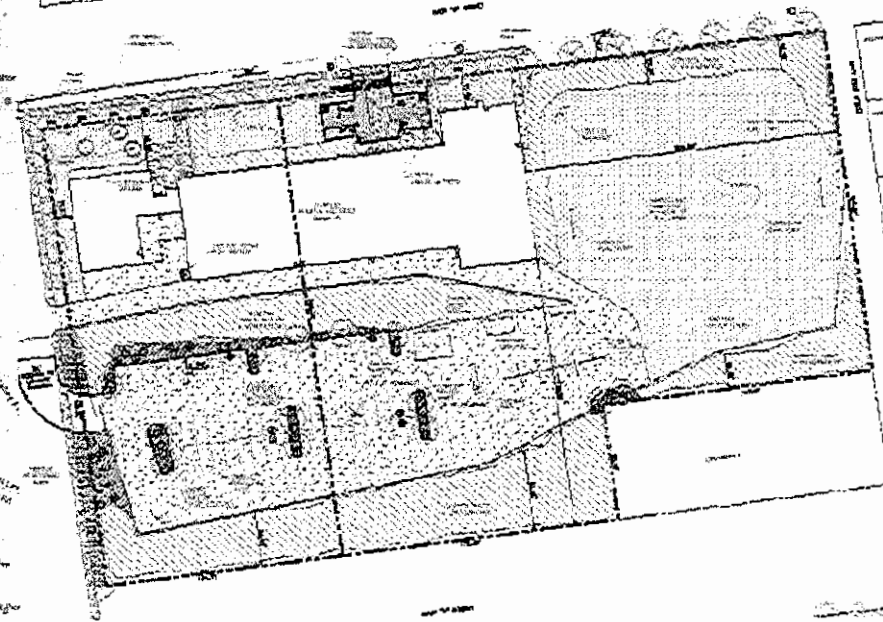
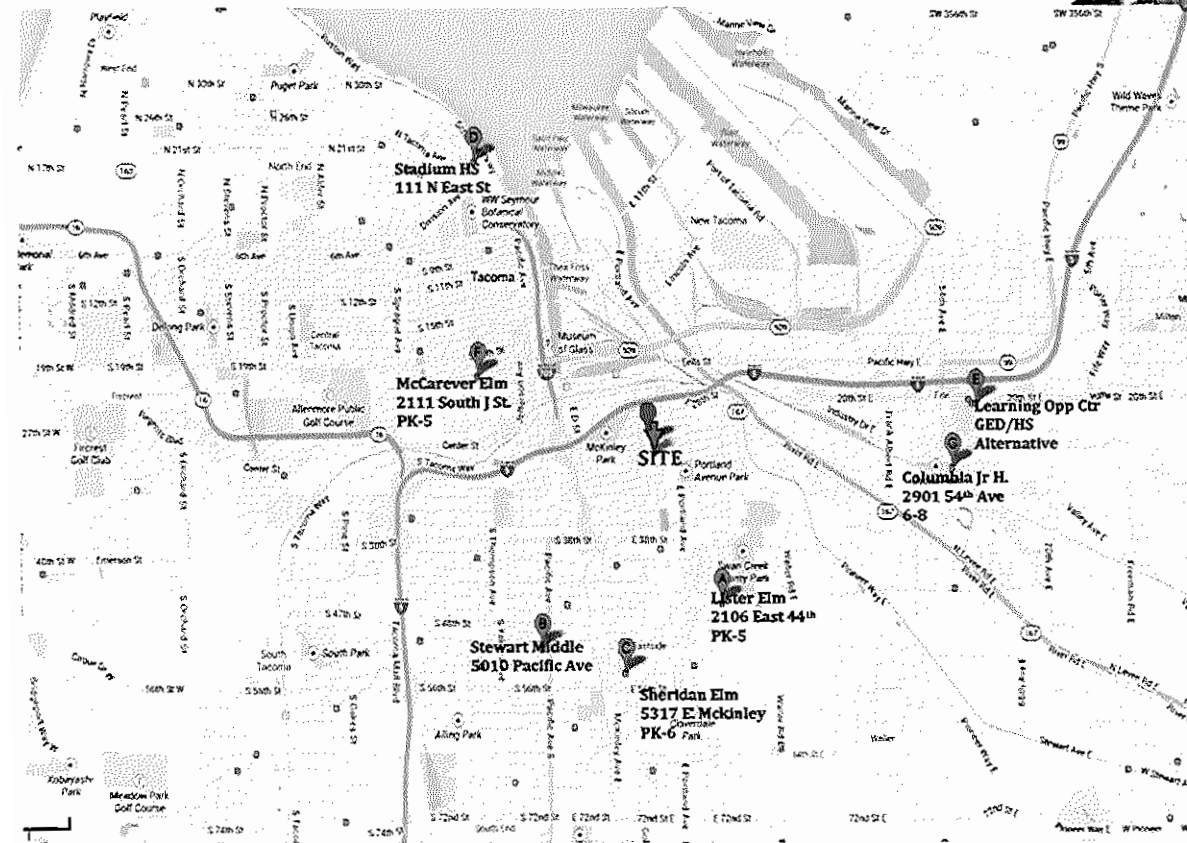
Sincerely,

A handwritten signature in black ink, appearing to read 'John Sun', with a long horizontal flourish extending to the right.

John Sun  
Chief Operating Officer

# POTENTIAL PRIVATE FACILITY: ROBERS ELEMENTARY

<b>Address:</b>		1301 E 34 <sup>th</sup> St Tacoma WA 98404
<b>For Sale:</b>		Negotiable
<b>Land Size:</b>		3.67 Acres / 46,500 SF Building
<b>Cost per SF:</b>		Negotiable
<b>Zoning:</b>		R2
<b>Day on Market:</b>		365+
<b>Demographics</b>	<b>1 Mile</b>	<b>3 Mile</b>
Population	10,055	86,007
Ave Income	\$47,514	\$48,949
Pop growth 2012-17	6.70%	4.10%
Children Age 5-9	840	7610
Children Age 10-14	758	7008
Children Age 15-19	802	7345
<b>Property info:</b>		Beautiful former school campus on 3.67 Acres with a beautiful 2 Story building w/ 15 classrooms. Renovations left the building shell-like with no mechanicals or plumbing.



**Attachment #21 – Green Dot Washington State Startup Plan**

ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
1	External Depar	Development	Determine funding needs and requirements	92	6/1/2013	9/1/2013	CEO, Director of Strategic Planning
2	External Depar	Development	Secure planning year funding and national philanthropic commitmen	153	6/1/2013	11/1/2013	CEO, Director of Strategic Planning
3	External Depar	Development	Obtain philanthropic support for launch	365	6/1/2013	6/1/2014	CEO, Director of Strategic Planning
4	Governance	Governance	Draft regional and national management contracts	213	6/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
5	Governance	Governance	Finalize licensing agreement	213	6/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
6	Governance	Governance	Research benefits changes, other implications of governance structu	213	6/1/2013	12/31/2013	CEO, Director of Strategic Planning
7	Authorization a	Authorization a	Prepare Board Materials seeking approval	27	8/22/2013	9/18/2013	Director of Legal Counsel, Vice President of National Expansion
8	External Depar	Policy	Understand charter law and legislative requirements; develop a plan	273	9/1/2013	6/1/2014	Director of Legal Counsel, Vice President of National Expansion
9	External Depar	Union	Understand state labor laws and support new teachers in developin	273	9/1/2013	6/1/2014	Director of Legal Counsel, Vice President of National Expansion, Controller, National Growth Team
10	Finance	Budgets & GL	Understand charter school funding in new region (i e., PPR, ELL, SP	273	9/1/2013	6/1/2014	Finance Lead, Manager of Finance & Business Affairs
11	Governance	Governance	Research options for governance structure in new region	82	9/1/2013	11/22/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
12	Governance	Governance	Obtain recommendations from lawyers on structure	82	9/1/2013	11/22/2013	Director of Legal Counsel, Director of Strategic Planning
13	Governance	Governance	Incorporate Green Dot Public Schools Washington State	82	9/1/2013	11/22/2013	VP of National Expansion, Director of Legal Counsel, Director of Strategic Planning
14	Governance	Governance	Appoint initial Board of Directors of GDPS WS	82	9/1/2013	11/22/2013	VP of National Expansion, Director of Legal Counsel, Director of Strategic Planning
15	Governance	Governance	Approve bylaws for GDPS WS	82	9/1/2013	11/22/2013	VP of National Expansion, Director of Legal Counsel, Director of Strategic Planning
16	Governance	Governance	Apply for tax-exempt status for GDPS WS	82	9/1/2013	11/22/2013	VP of National Expansion, Director of Legal Counsel, Director of Strategic Planning
17	Governance	Governance	Develop relationship with ed and labor lawyers in Washington State	181	9/1/2013	3/1/2014	Director of Legal Counsel
18	Governance	Governance	Research open meetings laws	181	9/1/2013	3/1/2014	CEO, President, Director of Legal Counsel, Director of Strategic Planning
19	Governance	Governance	Work with finance to ensure appropriate accounts and mechanisms	365	9/1/2013	9/1/2014	Vice President of Finance & Business Affairs
20	Authorization a	Authorization a	Request approval to apply from GDPS Board of Directors	0	9/18/2013	9/18/2013	Director of Strategic Planning, CEO
21	Authorization a	Authorization a	Submit Letter of intent	30	9/22/2013	10/22/2013	Director of Strategic Planning
22	Authorization a	Authorization a	Application draft 1 and feedback	36	9/22/2013	10/28/2013	Director of Strategic Planning
23	Operations	Facilities	Conduct facilities & neighborhood analysis	151	10/1/2013	3/1/2014	Director of Strategic Planning, Director of Strategic Planning, Vice President of National Expansion, CEO, Director of Real Estate
24	Operations	Facilities	Develop a multi-faceted facilities plan - engagement of TPS officials	151	10/1/2013	3/1/2014	Director of Strategic Planning, Real Estate
25	Authorization a	Authorization a	Application draft 2 and feedback, Steer Co review	8	10/28/2013	11/5/2013	Steer Co
26	Authorization a	Authorization a	Gather charter school board member information forms	8	10/28/2013	11/5/2013	Director of Strategic Planning
27	Governance	Governance	Draft shared services agreement	60	11/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
28	Governance	Governance	Have a legal review of licensing agreement	60	11/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
29	Governance	Governance	Obtain board approval for final governance structure in new region	60	11/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
30	Governance	Governance	Get steer co and management team input regarding franchise agree	60	11/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning
31	Governance	Governance	Estimate costs associated with shared services contract and identify	150	11/1/2013	3/31/2014	Vice President of Finance & Business Affairs
32	Governance	Governance	Implement governance structure changes in CA	60	11/1/2013	12/31/2013	CEO, President, Director of Legal Counsel, Director of Strategic Planning

ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
33	Authorization a	Authorization a	Application draft 3	15	11/5/2013	11/20/2013	Director of Strategic Planning, Steer Co
34	Authorization a	Authorization a	Finalize application and submit on Review Room	2	11/20/2013	11/22/2013	Director of Strategic Planning
35	Authorization a	Authorization a	Interview Preparation	37	12/1/2013	1/7/2014	Director of Strategic Planning, Steer Co
36	Academic	Assessments	Update 1 and 5 year academic goals	455	1/1/2014	4/1/2015	Vice President of National Expansion, ED
37	Academic	Assessments	Modify curriculum/ assessments to align with Washington State tran:	516	1/1/2014	6/1/2015	Vice President of National Expansion
38	Academic	Hiring	Hire Founding Principal	180	1/1/2014	6/30/2014	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital
39	Academic	Hiring	Launch internal and external search for a Founding Principal	180	1/1/2014	6/30/2014	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital
40	Academic	Hiring	Conduct Founding Principal screening and vetting	180	1/1/2014	6/30/2014	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital
41	Academic	Hiring	Hold Founding Principal Interviews	180	1/1/2014	6/30/2014	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital
42	Academic	Hiring	Select the Founding Principal	180	1/1/2014	6/30/2014	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital
43	Authorization a	Authorization a	Complete interviews	52	1/7/2014	2/28/2014	Director of Strategic Planning, Steer Co
44	Authorization a	Authorization a	Notification from the Washington State Charter Commission	42	2/1/2014	3/15/2014	Washington State Charter Commission
45	Academic	A R	Launch search for Washington State administrator-in-residence can:	122	3/1/2014	7/1/2014	Vice President of National Expansion, Vice President of Human Capital
46	Academic	Compliance	Understand detailed level of programmatic reporting aspects require	365	3/1/2014	3/1/2015	Manager of Finance and Business Affairs, National Growth Team Finance and Operations Leads
47	External Depar	Community Ou	Assess existing infrastructure for advocacy (i e., existing partner)	184	3/1/2014	9/1/2014	Vice President of National Expansion, Vice President of Advancement, Director of Strategic Planning, Advance Team Member
48	External Depar	Community Ou	Identify community partners and develop asset map	184	3/1/2014	9/1/2014	Vice President of National Expansion, Vice President of Advancement, Director of Strategic Planning, Advance Team Member
49	External Depar	Community Ou	Build relationships with community based organizations	669	8/1/2013	6/1/2015	Team Member
50	External Depar	Policy	Identify key stakeholders and political relationships	92	3/1/2014	6/1/2014	CEO, Vice President of National Expansion, Vice President of Advancement
51	External Depar	Policy	Finalize and sign charter and MOU agreements	121	3/1/2014	6/30/2014	Vice President of National Expansion
52	External Depar	Policy	Determine enrollment preferences for charters	184	3/1/2014	9/1/2014	Vice President of National Expansion
53	External Depar	Union	Build structure for teacher voice and support	549	3/1/2014	9/1/2015	Director of Legal Counsel, Vice President of National Expansion
54	Finance	Accounting	Develop financial management systems, policies, establish internal c	184	3/1/2014	9/1/2014	Controller, National Growth Team Finance Lead, Manager of Finance & Business Affairs
55	Finance	Accounting	Establish regional bank accounts and banking relationship	184	3/1/2014	9/1/2014	Controller, National Growth Team Finance Lead, Manager of Finance & Business Affairs
56	Finance	Accounting	Implement internal accounting, expenditures vs. budget, monitoring :	184	3/1/2014	9/1/2014	Controller, National Growth Team Finance Lead, Manager of Finance & Business Affairs
57	Finance	Budgets & GL	Create necessary approval chain for new region	184	3/1/2014	9/1/2014	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
58	Finance	Budgets & GL	Prepare new region financial management	306	3/1/2014	1/1/2015	Vice President of National Expansion, Controller, National Growth Team Finance Lead, Manager of Finance & Business Affairs
59	HR	Credentialing	Understand licensure requirements in new region	184	3/1/2014	9/1/2014	Director of Human Capital and Director of HR

ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
60	HR	Credentialing	Develop processes to support transfer of Green Dot teachers	184	3/1/2014	9/1/2014	Director of Human Capital and Director of HR
61	HR	Payroll	Establish Green Dot as an employer in the new region - get FE N	121	3/1/2014	6/30/2014	Director of HR, National Growth Team - Operations lead
62	HR	Payroll	Establish tax ID for Green Dot in the new state	121	3/1/2014	6/30/2014	Payroll Manager
63	HR	Payroll	Determine how state taxes vary across regions	121	3/1/2014	6/30/2014	Payroll Manager
64	HR	Payroll	Make needed updates to HRIS	121	3/1/2014	6/30/2014	Chief Information Officer, Director of HR
65	HR	Payroll	Establish payroll system	121	3/1/2014	6/30/2014	Payroll Manager, Director of HC / HR, Compliance and Reporting Analyst
66	HR	Policy	Establish HR policies for transfers and relocations	121	3/1/2014	6/30/2014	Chief Information Officer, Director of HR
67	Human Capital Compensation		Research other charter and district salary schedules	92	3/1/2014	6/1/2014	Director of Human Capital and Director of HR
68	Human Capital Compensation		Draft compensation, relocation and incentives proposal	121	3/1/2014	6/30/2014	Director of Human Capital and Director of HR
69	Human Capital Compensation		Develop compensation and relocation agreement	121	3/1/2014	6/30/2014	Vice President of Human Capital and Vice President of National Expansion
70	Human Capital Recruiting and		Determine regional hires and hiring timeline	121	3/1/2014	6/30/2014	Vice President of Human Capital
71	Human Capital TCRP		Research how Washington State Growth Model works	184	3/1/2014	9/1/2014	Chief Information Officer, Educator Effectiveness Team
72	Operations	Facilities	Build / develop school facility	457	3/1/2014	6/1/2015	Vice President of National Expansion, Director of Real Estate
73	Operations	Procurement	Codify our purchasing process for new region; develop perspective c	304	11/1/2013	9/1/2014	Procurement Manager
74	Academic	95-5	Develop a plan for administrator PD	214	6/1/2014	1/1/2015	Vice President of National Expansion
75	Academic	Culture	Synthesize core pieces of cultural model to implement in the new reg	92	6/1/2014	9/1/2014	Vice President of National Expansion, President and Chief Academic Officer
76	Academic	Culture	Plan onboarding for new regional team members, incorporating cultu	213	6/1/2014	12/31/2014	Vice President of National Expansion, President and Chief Academic Officer
77	Academic	Policies	Align Academic policies to Washington State Ed Code and Labor La	92	3/1/2014	6/1/2014	Legal Counsel
78	Academic	SPED	Develop district and third-party partnerships	214	6/1/2014	1/1/2015	Vice President of National Expansion
79	Finance	Budgets & GL	Set up WA State Chart of Accounts, modifications to ACCPACC	214	6/1/2014	1/1/2015	National Growth Team Finance Lead, Staff Accountant, Controller
80	Finance	Compliance	Understand financial reporting and compliance requirements for regi	184	3/1/2014	9/1/2014	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
81	Finance	Hiring	Draft job description for Manager of Finance and Business Affairs	151	1/1/2015	6/1/2015	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
82	Finance	Hiring	Post job description for Manager of Finance and Business Affairs	151	1/1/2015	6/1/2015	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
83	Finance	Hiring	Finalize Dir. of Fin. and Manager of Finance and Business Affairs sc	151	1/1/2015	6/1/2015	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
84	Finance	Hiring	Hire Manager of Finance and Business Affairs	151	1/1/2015	6/1/2015	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
85	Finance	Hiring	Screen and select Manager of Finance and Business Affairs	151	1/1/2015	6/1/2015	Vice President of National Expansion, CFO, VP of Finance & Business Affairs
86	Finance	Policies	Align Finance and Operations policies to Washington State Ed Code	214	6/1/2014	1/1/2015	National Growth Team - Finance Lead
87	HR	Benefits	Create benefits package	92	6/1/2014	9/1/2014	Director of HR, National Growth Team - Operations lead
88	HR	HR	Draft offer letters	121	6/1/2014	9/30/2014	lead
89	Human Capital Personnel Mat		Research WA State labor law, WA State Ed Code and understand d	426	11/1/2013	1/1/2015	Vice President of National Expansion, Vice President of Human Capital, Director of Legal Counsel
90	Human Capital Personnel Mat		Develop a model for how to handle personnel matters	214	6/1/2014	1/1/2015	Vice President of National Expansion, Vice President of Human Capital, Director of Legal Counsel
91	Human Capital Personnel Mat		Codify approach to personnel matters in teacher agreements	214	6/1/2014	1/1/2015	Vice President of National Expansion, Vice President of Human Capital, Director of Legal Counsel
92	Human Capital Policies		Align HR policies to WA State Ed Code and Labor Law	214	6/1/2014	1/1/2015	Legal Counsel



ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
93	Human Capital		Recruiting and Build relationships with local universities and TFA	212	6/1/2014	12/30/2014	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital
94	Human Capital	TCRP	Understand implications of Washington State Growth Model for TCF	92	6/1/2014	9/1/2014	Vice President of National Expansion, Educator Effectiveness Team
95	Human Capital	TCRP	Identify what portions of the evaluation system need to be modified f	214	6/1/2014	1/1/2015	Vice President of National Expansion, Educator Effectiveness Team
96	Human Capital	TCRP	Modify evaluation system to support Washington State	214	6/1/2014	1/1/2015	Vice President of National Expansion, Educator Effectiveness Team
97	Operations	Facilities	Identify short list of possible neighborhoods	122	6/1/2014	10/1/2014	Director of Real Estate, Director of Strategic Planning National Growth Team - VP of National Expansion, Director of National Growth - Operations, Director of National Growth - Finance
98	Operations	Student Recrui	Develop recruitment strategy	92	6/1/2014	9/1/2014	Vice President of National Expansion, Vice President of Advancement, Advance
99	External Depar	Community Ou	Develop plan for community outreach, parental engagement and far	365	6/15/2014	6/15/2015	Team Member Vice President of National Expansion, Vice President of Advancement
100	Academic	A R	Onboard administrator-in-Residence	31	7/1/2014	8/1/2014	Vice President of National Expansion, Vice President of Advancement
101	Academic	A R	AIR returns to new region to support launch	365	7/1/2014	7/1/2015	Vice President of National Expansion, Vice President of Advancement
102	Academic	Compliance	Regional staff oversees programmatic compliance	NA	7/1/2015	ongoing	ED, Manager of Finance & Business Affairs
103	Academic	A R	Train A R	334	8/1/2014	7/1/2015	Vice President of National Expansion, Vice President of Advancement
104	Academic	95-5	Ensure technology supports, other e-collaboration enablers are in pl	181	9/1/2014	3/1/2015	Vice President of IT, Chief Information Officer
105	Academic	95-5	Plan an administrator retreat for first two admin	92	3/1/2015	6/1/2015	Vice President of National Expansion, President and Chief Academic Officer
106	Academic	Compliance	Understand federal program requirements (Title I and DEA funding)	181	9/1/2014	3/1/2015	National Growth Team Finance and Operations
107	Academic	Compliance	Work with KM to define what programmatic compliance they need to	181	9/1/2014	3/1/2015	Leads National Growth Team Finance and Operations
108	Academic	Culture	Onboard regional team members	121	9/1/2014	12/31/2014	Leads Vice President of National Expansion
109	Academic	Discipline	Identify if Safe & Civil will need to be modified	181	9/1/2014	3/1/2015	Vice President of National Expansion
110	Academic	Discipline	Confirm differences in ed code wrt discipline; update student policy r	485	11/1/2013	3/1/2015	Director of Legal Counsel, Vice President of National Expansion
111	Academic	ELL	Confirm ELL needs based on location and refine model of support	181	9/1/2014	3/1/2015	Vice President of National Expansion
112	Academic	ELL	Develop district and third-party partnerships if required	181	9/1/2014	3/1/2015	Vice President of National Expansion
113	Academic	Mental Health	Identify potential mental health services	181	9/1/2014	3/1/2015	Vice President of National Expansion, GDPS WS
114	Academic	SPED	Understand SPED funding and SPED model requirements	273	6/1/2014	3/1/2015	Instructional Coach Vice President of National Expansion, GDPS WS
115	Academic	SPED	Clarify compliance requirements for SPED	273	6/1/2014	3/1/2015	Instructional Coach Vice President of National Expansion, GDPS WS
116	Academic	SPED	Identify options for how to operate SPED in the region	273	6/1/2014	3/1/2015	Instructional Coach Vice President of National Expansion, GDPS WS
117	Academic	SPED	Build program model	273	6/1/2014	3/1/2015	Instructional Coach Vice President of National Expansion, Vice President of Advancement, Advance
118	External Depar	Community Ou	Have Washington State parents visit GD CA schools	121	9/1/2014	12/31/2014	Team Member Vice President of National Expansion, Vice President of Advancement, Advance
119	External Depar	Community Ou	Conduct initial outreach efforts and plan activities	122	9/1/2014	1/1/2015	Team Member Director of Communications, Vice President of Advancement
120	External Depar	Marketing	Build website for new region - include key pieces for hiring and stude	92	3/1/2014	6/1/2014	Advancement Controller, National Growth
121	Finance	Accounting	Establish school bank accounts and banking relationship	181	9/1/2014	3/1/2015	Team Finance Lead, Controller, National Growth
122	Finance	Accounts Paye	Adapt ExpenseWatch as needed for new region	181	9/1/2014	3/1/2015	Team Finance Lead Controller, National Growth
123	Finance	Accounts Paye	Develop process for school deposits in new region	181	9/1/2014	3/1/2015	Team Finance Lead

ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
124	Finance	Budgets & GL	Work with new region to create budget inputs	181	9/1/2014	3/1/2015	Controller, National Growth Team Finance Lead, Vice President of National Expansion
125	Finance	Budgets & GL	Train Manager of Finance and Business Affairs on regional policies	92	3/1/2015	6/1/2015	Controller, National Growth Team Finance Lead Vice President of National Expansion, Controller, National Growth Team
126	Finance	Budgets & GL	Create necessary budget templates for new region	59	1/1/2015	3/1/2015	Finance Lead, Manager of Finance & Business Affairs Vice President of National Expansion, Director of Legal Counsel
127	Governance	SAC	Understand requirements of school-site councils (SAC)	181	9/1/2014	3/1/2015	Vice President of National Expansion, Director of Legal Counsel
128	Governance	SAC	Build SAC templates for upcoming year	92	3/1/2015	6/1/2015	Director of HR, National Growth Team - Operations lead
129	HR	HR	Enable e-signing of offer letters	121	9/1/2014	12/31/2014	Director of HR, National Growth Team - Operations lead
130	HR	HR	Design employment applications	121	9/1/2014	12/31/2014	Director of HR, Director of Legal Counsel, Vice President of National Expansion
131	HR	Policy Manage	Determine employee handbook modifications	122	9/1/2014	1/1/2015	Vice President of Human Capital
132	Human Capital	Recruiting and	Recruit teachers; explore additional recruiting partnerships	211	9/1/2014	3/31/2015	CRTF Implementation Lead
133	Human Capital	TCRP	Figure out how to norm and calibrate administrators and coaches in	122	9/1/2014	1/1/2015	Vice President of IT, Chief Information Officer, Director of Real Estate
134	IT	Facilities Inspe	Develop IT plan for new facility	183	6/1/2014	12/1/2014	Vice President of IT, Chief Information Officer, Director of Real Estate
135	IT	Facilities Inspe	Implement IT plan for new facility	151	1/1/2015	6/1/2015	Vice President of IT, Chief Information Officer, Director of Real Estate
136	IT	Financing	Begin eRate application	121	9/1/2014	12/31/2014	Vice President of IT, Chief Information Officer
137	IT	Infrastructure	Ensure working connections to network and servers	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
138	IT	Inventory	Determine model for tracking inventory in region	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
139	IT	Inventory	Conduct tracking, setup and imaging of all IT assets	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
140	IT	Procurement	Work with national vendors to extend discounts or identify new vend	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
141	IT	Procurement	Select vendors and sign necessary contracts	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
142	IT	Procurement	Purchase technology needs - devices and licenses	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
143	IT	Procurement	Deploy technology at the school site (i.e. copiers, printers, laptops, e	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Vice President of IT, Chief Information Officer
144	IT	Vendor	Identify helpdesk support provider in WA State	181	9/1/2014	3/1/2015	Information Officer
145	KM	Assessment s)	Research if new assessment system is preferred (i e., Mastery Conr	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Knowledge Management Team, Chief Information Officer
146	KM	Assessment s)	Purchase relevant materials to launch either Mastery Connect or Da	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Knowledge Management Team, Chief Information Officer
147	KM	Assessment s)	Launch Mastery Connect or Data Director	181	9/1/2014	3/1/2015	National Growth Team Operations Lead, Knowledge Management Team, Chief Information Officer
148	KM	Compliance	Research Washington State compliance requirements, such as ADN	181	9/1/2014	3/1/2015	Finance Lead, Knowledge Management

ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
149	KM	Compliance	Set up processes to ensure appropriate data captured	181	9/1/2014	3/1/2015	National Growth Team Finance Lead, Knowledge Management
150	KM	Compliance	Launch compliance processes and ensure compliance	181	9/1/2014	3/1/2015	National Growth Team Finance Lead, Knowledge Management
151	KM	Data Warehou	Modify data warehouse architecture to support storage of required in	181	9/1/2014	3/1/2015	Information Officer
152	KM	Data Warehou	Set up new reports for Tableau as needed	181	9/1/2014	3/1/2015	KM Manager Vice President of Information
153	KM	Data Warehou	Develop a short list of required changes to the data warehouse	181	9/1/2014	3/1/2015	Technology KM Manager, National Growth Team - Operations
154	KM	PowerSchool	§ Purchase new PowerSchool server	181	9/1/2014	3/1/2015	Lead KM Manager, National Growth Team - Operations
155	KM	PowerSchool	§ Research PowerSchool changes required for WA	181	9/1/2014	3/1/2015	Lead KM Manager, National Growth Team - Operations
156	KM	PowerSchool	§ Set up new instance of PowerSchool for WA	181	9/1/2014	3/1/2015	Lead KM Manager, Educator
157	KM	Surveys	Develop a plan for survey administration in the new region	181	9/1/2014	3/1/2015	Effectiveness Committee KM Manager, National Growth Team - Operations Lead, WA
158	KM	Teacher Portal	Set up new communities and topics for Connect in the new region	181	9/1/2014	3/1/2015	State Instructional Coach National Growth Team
159	Operations	Facilities	Set up regional office for regional team members - explore McKinstry	92	6/1/2014	9/1/2014	Operations Lead National Growth Team
160	Operations	Procurement	Identify opportunities for bulk purchasing	181	9/1/2014	3/1/2015	Procurement Manager National Growth Team
161	Operations	Procurement	Research and select school meal and security vendor	181	9/1/2014	3/1/2015	Operations Lead National Growth Team
162	Operations	Procurement	Modify insurance or obtain additional insurance	181	9/1/2014	3/1/2015	Operations Lead, Procurement Manager
163	Operations	Student Recrui	Schedule events and build collateral	30	9/1/2014	10/1/2014	VP of National Expansion, Advance of Advancement, Advance
164	Operations	Transportation	Develop a transportation plan once facility location finalized and recr	181	9/1/2014	3/1/2015	Team Member National Growth Team
165	Operations	Student Recrui	Hold events, conduct outreach and recruit families and students	151	10/1/2014	3/1/2015	Operations Lead VP of National Expansion, VP of Advancement, Advance
166	Operations	Student Recrui	Get enrollment packets and register students	151	10/1/2014	3/1/2015	Team Member National Growth Team
167	External Depar	Marketing	Develop local collateral for student recruiting	60	12/1/2014	1/30/2015	Operations Lead, Advance VP of Advancement, Director of Communications
168	External Depar	Marketing	Build collateral to support multiple objectives	212	12/1/2014	7/1/2015	VP of Advancement, Director of Communications Vice President of National
169	Academic	Hiring	Draft job description for founding teachers	45	12/1/2014	1/15/2015	Expansion, Vice President of Human Capital
170	Academic	Hiring	Hire Founding Teachers	150	12/1/2014	4/30/2015	Vice President of National Expansion, Director of Human Capital, Founding
171	School	Hiring	Develop founding counselor job description	45	12/1/2014	1/15/2015	Principal Director of Human Capital, Founding Principal
172	School	Hiring	Develop office manager job description	45	12/1/2014	1/15/2015	Director of Human Capital, Founding Principal
173	School	Hiring	Develop school psych job description	45	12/1/2014	1/15/2015	Director of Human Capital, Founding Principal
174	School	Hiring	Hire founding counselor	121	12/1/2014	4/1/2015	Director of Human Capital, Founding Principal
175	School	Hiring	Hire office manager	121	12/1/2014	4/1/2015	Director of Human Capital, Founding Principal
176	School	Hiring	Hire school psych	121	12/1/2014	4/1/2015	Director of Human Capital, Founding Principal
177	Academic	Coaching	Develop coaching model aligned to growth plan	59	1/1/2015	3/1/2015	Vice President of National Expansion
178	Academic	ELL	Review ELD state standards for instruction	59	1/1/2015	3/1/2015	Expansion Director of Human Capital
179	Academic	Hiring	Post job description for founding teachers	14	1/1/2015	1/15/2015	Vice President of National Expansion, Director of Human Capital
180	Academic	Hiring	Develop instructional coach job description	14	1/1/2015	1/15/2015	Director of Human Capital Vice President of National
181	Academic	Hiring	Post coaches job description	14	1/1/2015	1/15/2015	Expansion, Director of Human Capital
182	Academic	Hiring	Finalize coaches screening process	14	1/1/2015	1/15/2015	Vice President of National Expansion, Director of Human Capital
183	Academic	Hiring	Hire instructional coach	73	1/1/2015	3/15/2015	Vice President of National Expansion, Director of Human Capital
184	Academic	Mental Health	Develop models for mental health services	59	1/1/2015	3/1/2015	Vice President of National Expansion, WA State Instructional Coach

ID	Category	Category 2	Name	Duration	Start	Finish	Resource Names
185	Academic	Teacher Leade	Develop a teacher leader model for the new region	90	1/1/2015	4/1/2015	Vice President of National Expansion, Vice President of Human Capital
186	Academic	Teacher Supp	Teacher Summer PD Plan	151	1/1/2015	6/1/2015	Vice President of National Expansion, Founding Principal
187	Academic	Teacher Traini	Develop summer teacher training curriculum	151	1/1/2015	6/1/2015	Vice President of National Expansion, Director of New Teacher Development
188	Academic	Teacher Traini	Develop professional development plan for the year	151	1/1/2015	6/1/2015	ED, Principal, Instructional Coaches
189	External Depar	Community Ou	Issue release announcing planned school and opening date	14	1/1/2015	1/15/2015	Director of Communications, Vice President of Advancement, Vice President of National Expansion
190	External Depar	Community Ou	Organize and execute neighborhood-specific outreach activities	165	1/1/2015	6/15/2015	Vice President of National Expansion, Advance Team Member
191	Operations	Hiring	Identify vendor for maintenance services	59	1/1/2015	3/1/2015	National Growth Team
192	School	Hiring	Post founding counselor job description	14	1/1/2015	1/15/2015	Operations Lead
193	School	Hiring	Post office manager job description	14	1/1/2015	1/15/2015	Director of Human Capital
194	School	Hiring	Post school psych job description	14	1/1/2015	1/15/2015	Director of Human Capital
195	School	Hiring	Finalize school psych screening process	90	1/1/2015	4/1/2015	Director of Human Capital
196	Academic	Hiring	Finalize founding teacher screening process	105	1/15/2015	4/30/2015	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital, Founding Principal
197	Academic	Hiring	Screen founding teachers	105	1/15/2015	4/30/2015	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital, Founding Principal
198	Academic	Hiring	Select founding teachers	105	1/15/2015	4/30/2015	Vice President of National Expansion, Vice President of Human Capital, Director of Human Capital, Founding Principal
199	External Depar	Community Ou	Complete design of enrollment packet, intent to enroll forms	31	1/15/2015	2/15/2015	National Growth Team
200	School	Hiring	Finalize founding counselor screening process	76	1/15/2015	4/1/2015	Operations Lead
201	School	Hiring	Screen and select founding counselor	76	1/15/2015	4/1/2015	Director of Human Capital
202	School	Hiring	Finalize office manager screening process	76	1/15/2015	4/1/2015	Director of Human Capital
203	School	Hiring	Screen and select office manager	76	1/15/2015	4/1/2015	Director of Human Capital
204	School	Hiring	Screen and select school psych	76	1/15/2015	4/1/2015	Director of Human Capital
205	Academic	Master Sched	Develop master schedule	92	3/1/2015	6/1/2015	Principal
206	Academic	Master Sched	Develop modifications to curriculum or processes based on master s	92	3/1/2015	6/1/2015	Princpal
207	External Depar	Marketing	Identify webmaster within region	121	3/1/2015	6/30/2015	Director of Communications
208	Finance	Audit	Identify auditor	92	3/1/2015	6/1/2015	National Growth Team
209	Human Capital	Substitute Man	Identify partners for substitute management	122	3/1/2015	7/1/2015	Finance Lead, Controller
210	Human Capital	Substitute Man	Sign a contract for substitute management	122	3/1/2015	7/1/2015	National Growth Team
211	Operations	Maintenance	Contract with maintenance vendor	122	3/1/2015	7/1/2015	Operations Lead
212	Operations	Procurement	Order additional desks, furniture, classroom equipment, as needed	92	3/1/2015	6/1/2015	National Growth Team
213	Operations	Procurement	Order equipment and supplies	92	3/1/2015	6/1/2015	Operations Lead, Procurement Manager
214	Operations	Procurement	Install furniture and equipment	92	3/1/2015	6/1/2015	National Growth Team
215	Academic	Assessments	Purchase testing supplies	91	4/1/2015	7/1/2015	Operations Lead
216	Academic	SummerBridge Plan	Summerbridge - logistics, training for teachers, outreach to stuc	29	4/1/2015	4/30/2015	Vice President of National Expansion, Founding Principal, National Growth Team
217	Academic	Coaching	Support teacher training and onboarding	92	6/1/2015	9/1/2015	Operations Lead
218	Academic	Discipline	Launch Safe & Civil	92	6/1/2015	9/1/2015	Vice President of National Expansion, Director of New Teacher Development

**Attachment #22 – Green Dot Washington State Insurance Coverage**

## Attachment #22 – Green Dot Washington State Sample Insurance Coverage

Green Dot Washington State shall secure and maintain insurance to protect its Washington State schools from claims that may arise from operations. Green Dot will obtain types of insurance and coverage levels similar to those of its existing schools.

It shall be Green Dot’s responsibility, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. Sample coverage is listed below:

Type	Sample Coverage
General Liability, including Fire Liability	\$1,000,000 per Occurrence, \$3,000,000 Aggregate
Directors and Officers Liability	\$5,000,000 Primary, \$6,000,000 for 1 <sup>st</sup> Excess, \$10,000,000 for 2 <sup>nd</sup> Excess
Educators Legal Liability	\$1,000,000 per Occurrence
Student Accident	\$1,000,000 per Occurrence, \$3,000,000 Aggregate
Umbrella Coverage	Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs
Commercial Auto Liability Insurance	\$1,000,000
Workers Compensation	As required by law. The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

Green Dot will make proper indemnities in its contracts with external vendors.

# New Application Budget and Cash Flow Template Instructions

## General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

## School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row 'School Days' enter in the number of days the proposed school will be open for instruction.

## Enrollment Tab

- Enrollment Section; Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section; Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

## Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', 'Start-Up Budget' and 'Cash Flow' tabs.  
*\*\*PLEASE NOTE\*\* - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N3 - R3; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

## Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1 or option 2.  
Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of \$100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in \$100. If enrollment is 100 students then the total for that line will be \$10,000 in Year 1.  
Option 2; Will generate a total based on the school. For example, if the desired amount for that line is \$25,000 for the year, select option 2 in column E for that particular line and in column F (shaded blue) enter in \$25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.  
*\*\* PLEASE NOTE\*\* - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*

## 5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

## Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period.

## Cash Flow Tab

- Columns D - J; Enter the revenues and expenses the proposed school anticipates receiving and incurring during the start-up phase in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures entered into the 'Start-Up Budget' tab. As a checks and balances, column K will compare the 'Start-Up Budget' tab versus the total column, column J, of the Cash Flow tab to ensure accuracy.



# New Application Budget and Cash Flow Template Instructions

- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during YEAR 1 in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

# GDPS Washington State Charter MS

## New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Nithya Rajan	
Contact Email:	nithya.rajan@greendot.org	
Contact Phone:		3235651620
Year One:	2015-16	
School Days:	180	





2024-25
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200.00
200.00
200.00
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-
<b>600.00</b>
-
<b>600.00</b>
-

98%
<b>588.00</b>

95%
<b>570.00</b>

15%
<b>90.00</b>

17%
<b>102.00</b>

62%
<b>372.00</b>

20%
120.00

82%
<b>492.00</b>

82%
<b>492.00</b>

17%
<b>102.00</b>

0%
<b>0.00</b>

100%
<b>600.00</b>

**GDPS Washington State Charter MS**

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE					NOTES	Salary Totals				
			Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
			Yearly Raise %						0.00%	0.00%	0.00%	0.00%	0.00%
Principal	Instructional Management	\$110,000	1.0	1.0	1.0	1.0	1.0		\$110,000	\$110,000	\$110,000	\$110,000	\$110,000
Assistant Principal	Instructional Management	\$90,000	1.0	1.0	2.0	2.0	2.0		\$90,000	\$90,000	\$180,000	\$180,000	\$180,000
ELA Teacher	Teachers - Regular	\$52,232	2.0	4.0	6.0	6.0	6.0		\$104,464	\$208,928	\$313,392	\$313,392	\$313,392
Math Teacher	Teachers - Regular	\$52,232	2.0	4.0	6.0	6.0	6.0		\$104,464	\$208,928	\$313,392	\$313,392	\$313,392
Science Teacher	Teachers - Regular	\$52,232	2.0	3.0	4.0	4.0	4.0		\$104,464	\$156,696	\$208,928	\$208,928	\$208,928
History Teacher	Teachers - Regular	\$52,232	2.0	3.0	4.0	4.0	4.0		\$104,464	\$156,696	\$208,928	\$208,928	\$208,928
Elusive Teacher	Specialty Teachers	\$52,232	1.0	2.0	3.0	3.0	3.0		\$52,232	\$104,464	\$156,696	\$156,696	\$156,696
SPED Teacher	Teachers - SPED	\$52,232	3.0	5.0	7.0	7.0	7.0		\$156,696	\$261,160	\$365,624	\$365,624	\$365,624
ELL Teacher	Specialty Teachers	\$52,232	0.0	1.0	1.0	1.0	1.0		\$-	\$52,232	\$52,232	\$52,232	\$52,232
Counselor	Therapists & Counselors	\$52,232	1.0	1.0	2.0	2.0	2.0		\$52,232	\$52,232	\$104,464	\$104,464	\$104,464
Psychologist	Therapists & Counselors	\$80,000	0.5	0.5	0.5	0.5	0.5		\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Athletic Director / After School Coordinator	Other - Non-Instructional	\$35,000	0.5	0.5	0.5	0.5	0.5		\$17,500	\$17,500	\$17,500	\$17,500	\$17,500
Office Manager	Administrative Staff	\$50,000	1.0	1.0	1.0	1.0	1.0		\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
SPED Aide	Aides	\$21,660	2.0	4.0	6.0	6.0	6.0		\$43,320	\$86,640	\$129,960	\$129,960	\$129,960
Campus Aide	Security	\$22,800	1.0	1.0	1.0	1.0	1.0		\$22,800	\$22,800	\$22,800	\$22,800	\$22,800
Office Assistant	Administrative Staff	\$27,360	0.0	1.0	1.0	1.0	1.0		\$-	\$27,360	\$27,360	\$27,360	\$27,360
Parent Coordinator	Administrative Staff	\$30,400	1.0	1.0	1.0	1.0	1.0		\$30,400	\$30,400	\$30,400	\$30,400	\$30,400
Security	Security	\$33,440	1.0	1.0	1.0	1.0	1.0		\$33,440	\$33,440	\$33,440	\$33,440	\$33,440
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
			0.0	0.0	0.0	0.0	0.0		\$-	\$-	\$-	\$-	\$-
<b>Total</b>			<b>22.0</b>	<b>35.0</b>	<b>48.0</b>	<b>48.0</b>	<b>48.0</b>		<b>\$1,116,476</b>	<b>\$1,709,476</b>	<b>\$2,365,116</b>	<b>\$2,365,116</b>	<b>\$2,365,116</b>

**GDPS Washington State Charter MS**

**REVENUE AND EXPENSE ASSUMPTIONS**

2015-16      2016-17      2017-18      2018-19      2019-20

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

**Enter the % increase below for which the amount entered in column F should increase each year.**

**REVENUE**

**STATE REVENUES**

Per Pupil Funding - Basic Education	1	5,297.00
Per Pupil Funding - Special Education	1	5,048.00
Per Pupil Funding - Learning Assistance Program	1	466.00
Per Pupil Funding - Transitional Bilingual	1	891.00
Per Pupil Funding - Highly Capable	1	-
Per Pupil Funding - Transportation	1	381.08
Custom State Funding #1	1	0
Custom State Funding #2	1	0
Custom State Funding #3	1	-

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL STATE REVENUES**

**FEDERAL REVENUES**

Free Breakfast Reimbursement	1	1.58
Reduced Breakfast Reimbursement	1	1.28
Paid Breakfast Reimbursement	1	0.28
Free Lunch Reimbursement	1	2.93
Reduced Lunch Reimbursement	1	2.53
Paid Lunch Reimbursement	1	0.28
Snack Reimbursement	1	0.8
Title I	1	400
Title II	1	0
Title III	1	175.00
IDEA Funding	1	1,433.00
CSP	2	-
Custom Federal Funding #1	1	0
Custom Federal Funding #2	1	0
Custom Federal Funding #3	1	0

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL FEDERAL REVENUES**

**LOCAL & OTHER REVENUES**

Contributions and Donations	1	0
Fundraising (Rev.)	2	1100000
Erate Reimbursement	1	0
Earnings on Investments	1	0
Interest Income	1	0
Food Service (Income from meals)	2	34862
Text Book	1	0
Local Levy Funding - Maintenance and Operations	1	2459
Custom Local & Other Funding #2	1	0
Custom Local & Other Funding #3	1	0

0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	-30.00%	-100.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	100.00%	50.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%
-100.00%	-100.00%	-100.00%	###	100.00%
0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL LOCAL & OTHER REVENUES**

**TOTAL REVENUE**

**GDPS Washington State Charter MS**

**REVENUE AND EXPENSE ASSUMPTIONS**

2015-16      2016-17      2017-18      2018-19      2019-20

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management		
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		
Other - Administrative		

2015-16	2016-17	2017-18	2018-19	2019-20

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS**

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other - Instructional		

2015-16	2016-17	2017-18	2018-19	2019-20

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse		
Librarian		
Custodian		
Security		
Other - Non-Instructional		

2015-16	2016-17	2017-18	2018-19	2019-20

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**

**TOTAL PERSONNEL EXPENSES**

**PAYROLL TAXES AND BENEFITS**

Social Security		
Medicare		
State Unemployment		
Worker's Compensation Insurance		
Custom Other Tax #1		
Custom Other Tax #2		
Health Insurance		
Dental Insurance		
Vision Insurance		
Life Insurance		
Retirement Contribution		
Custom Fringe #1		
Custom Fringe #2		

For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
2.02%	2.02%	2.02%	2.02%	2.02%	2.02%
1.70%	1.70%	1.70%	1.70%	1.70%	1.70%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
11.00%	11.00%	11.00%	11.00%	11.00%	11.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
11.00%	11.00%	11.00%	11.00%	11.00%	11.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL PAYROLL TAXES AND BENEFITS**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

Accounting / Audit	2	-
Legal	2	2,500.00
Management Company Fee	1	747.66
Nurse Services	2	-
Food Service / School Lunch	1	785.36
Payroll Services	2	500.00
Special Ed Services	2	60,000.00
Titlement Services (i.e. Title I)	2	-
Professional Consulting	2	15,000.00
Authorizer Oversight Fee	1	212.00
Audit	2	5,000.00

Enter the % increase below for which the amount entered in column F should increase each year.					
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	29.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	50.00%	33.33%	20.00%	2.00%	2.00%
0.00%	100.00%	50.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

**TOTAL CONTRACTED SERVICES**



**GDPS Washington State Charter MS**

**REVENUE AND EXPENSE ASSUMPTIONS**

2015-16      2016-17      2017-18      2018-19      2019-20

ASSUMPTION KEY	
1	PER STUDENT
2	PER SCHOOL

**SCHOOL OPERATIONS**

Board Expenses	2	0	0.00%	0.00%	0.00%	0.00%	0.00%
Classroom / Teaching Supplies & Materials	2	6000	0.00%	100.00%	33.00%	0.00%	0.00%
Special Ed Supplies & Materials	2	0	0.00%	0.00%	-0.00%	0.00%	0.00%
Textbooks / Workbooks	2	63500	0.00%	20.00%	-49.50%	0.00%	0.00%
Supplies & Materials other	2	30000	0.00%	100.00%	50.00%	0.00%	0.00%
Equipment / Furniture	2	38775	0.00%	-12.00%	-100.00%	0.00%	0.00%
Telephone	2	10000	0.00%	0.00%	0.00%	0.00%	0.00%
Technology	2	175000	0.00%	0.00%	-40.00%	0.00%	90.00%
Student Testing & Assessment	2	10000	0.00%	100.00%	50.00%	0.00%	0.00%
Field Trips	2	5,000.00	0.00%	100.00%	50.00%	0.00%	0.00%
Transportation (student)	1	350.00	0.00%	0.00%	0.00%	0.00%	0.00%
Student Services - other	1	95.00	0.00%	0.00%	0.00%	0.00%	0.00%
Office Expense	2	0	0.00%	0.00%	0.00%	0.00%	0.00%
Staff Development	2	2200	0.00%	100.00%	50.00%	0.00%	0.00%
Staff Recruitment	2	0	0.00%	0.00%	0.00%	0.00%	0.00%
Student Recruitment / Marketing	2	15000	0.00%	0.00%	0.00%	0.00%	0.00%
School Meals / Lunch	2	0	0.00%	0.00%	0.00%	0.00%	0.00%
Travel (Staff)	2	0	0.00%	0.00%	0.00%	0.00%	0.00%
Fundraising	2	0	0.00%	0.00%	0.00%	0.00%	0.00%
SummerBridge	2	13000	0.00%	0.00%	0.00%	0.00%	0.00%
Stipends	2	10000	0.00%	100.00%	50.00%	0.00%	0.00%
Substitutes	2	20000	0.00%	100.00%	50.00%	0.00%	0.00%
<b>TOTAL SCHOOL OPERATIONS</b>							

**FACILITY OPERATION & MAINTENANCE**

Insurance	2	5000	0.00%	100.00%	50.00%	0.00%	0.00%
Janitorial Services	2	20000	0.00%	0.00%	0.00%	0.00%	0.00%
Building and Land Rent / Lease	2	167245	0.00%	100.00%	50.00%	0.00%	29.00%
Repairs & Maintenance	2	50000	0.00%	0.00%	0.00%	0.00%	0.00%
Equipment / Furniture			0.00%	-12.00%	-100.00%	0.00%	0.00%
Security Services			0.00%	0.00%	0.00%	0.00%	0.00%
Utilities			0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #1			0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #2			0.00%	0.00%	0.00%	0.00%	0.00%
Custom Facilities Operations #3			0.00%	0.00%	0.00%	0.00%	0.00%
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>							

**Expenses under Other would include:**  
**Expenses under Other would include:**  
 - Interest  
 - Bank Charges  
 - Bad Debt  
 - Misc. Fees (i.e. Licensing)  
 - Dues & Membership  
 - All Other

**RESERVES / CONTINGENCY**

**TOTAL EXPENSES**

<b>NET OPERATING INCOME (before Depreciation)</b>							
<b>DEPRECIATION &amp; AMORTIZATION</b>	2	0	0.00%	0.00%	0.00%	0.00%	0.00%

**NET OPERATING INCOME (including Depreciation)**



**NOTES**

<http://www.k12.wa.us/childnutrition/Programs/CACFP/Clair>  
<http://www.k12.wa.us/childnutrition/Programs/CACFP/Clair>  
<http://www.k12.wa.us/childnutrition/Programs/CACFP/Clair>  
<http://www.k12.wa.us/childnutrition/Programs/CACFP/Clair>  
<http://www.k12.wa.us/childnutrition/Programs/CACFP/Clair>  
<http://www.k12.wa.us/childnutrition/Programs/CACFP/Clair>  
CSDC Analysis

CSDC Analysis  
CSDC Analysis

BMGF Grant  
Didn't include erateable costs or revenues given 90% + rei



**NOTES**

Analyzed district rates and worked with EdTech

Increases once full amount of levy available

103% of total revenue for food services / number of stude

Safe and Civil and other experts

Applied only to base grant

Audit costs



**NOTES**

Textbooks and other books -purchase and replacement  
Office Materials and Supplies and Printing and Copying Ex  
Classroom equipment / classroom FFE and office FFE  
Telecommunications and cell phone equipment  
Computers, laptop carts, non-education software, educatic

Statewide average  
Elective equipment, student events, student supplies, field

Includes employee development

Included subs here since we don't pay benefits

Increases once full amount of levy available

**GDPS Washington State Charter MS**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>					
<b>Total Revenue</b>	2,795,679	4,491,348	5,857,021	5,824,721	6,562,421
<b>Total Expenses</b>	2,749,543	4,297,520	5,747,643	5,747,843	6,117,963
<b>Net Income</b>	46,136	193,827	109,378	76,878	444,458
<b>Revenue Per Pupil</b>	13,978	11,228	9,762	9,708	10,937
<b>Expenses Per Pupil</b>	13,748	10,744	9,579	9,580	10,197

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2015-16	2016-17	2017-18	2018-19	2019-20

<b>REVENUE</b>					
<b>STATE REVENUES</b>					
Per Pupil Funding - Basic Education	1,059,400	2,118,800	3,178,200	3,178,200	3,178,200
Per Pupil Funding - Special Education	151,440	302,880	454,320	454,320	454,320
Per Pupil Funding - Learning Assistance Program	76,424	152,848	229,272	229,272	229,272
Per Pupil Funding - Transitional Bilingual	30,294	60,588	90,882	90,882	90,882
Per Pupil Funding - Highly Capable	-	-	-	-	-
Per Pupil Funding - Transportation	76,216	152,432	228,648	228,648	228,648
Custom State Funding #1	-	-	-	-	-
Custom State Funding #2	-	-	-	-	-
Custom State Funding #3	-	-	-	-	-
<b>TOTAL STATE REVENUES</b>	<b>\$1,393,774</b>	<b>\$2,787,548</b>	<b>\$4,181,322</b>	<b>\$4,181,322</b>	<b>\$4,181,322</b>
<b>FEDERAL REVENUES</b>					
Free Breakfast Reimbursement	33,502	67,005	100,507	100,507	100,507
Reduced Breakfast Reimbursement	8,755	17,510	26,266	26,266	26,266
Paid Breakfast Reimbursement	1,724	3,447	5,171	5,171	5,171
Free Lunch Reimbursement	62,128	124,255	186,383	186,383	186,383
Reduced Lunch Reimbursement	17,305	34,610	51,916	51,916	51,916
Paid Lunch Reimbursement	1,724	3,447	5,171	5,171	5,171
Snack Reimbursement	27,360	54,720	82,080	82,080	82,080
Title I	65,600	131,200	196,800	196,800	196,800
Title II	-	-	-	-	-
Title III	5,950	11,900	17,850	17,850	17,850
DEA Funding	42,990	85,980	128,970	128,970	128,970
CSP	-	-	-	-	-
Custom Federal Funding #1	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-
<b>TOTAL FEDERAL REVENUES</b>	<b>\$267,038</b>	<b>\$534,076</b>	<b>\$801,113</b>	<b>\$801,113</b>	<b>\$801,113</b>
<b>LOCAL &amp; OTHER REVENUES</b>					
Contributions and Donations	-	-	-	-	-
Fundraising (Rev.)	1,100,000	1,100,000	770,000	-	-
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	34,862	69,724	104,586	104,586	104,586
Text Book	-	-	-	-	-
Local Levy Funding - Maintenance and Operations	5	0	0	737,700	1,475,400
Custom Local & Other Funding #2	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-
<b>TOTAL LOCAL &amp; OTHER REVENUES</b>	<b>\$1,134,867</b>	<b>\$1,169,724</b>	<b>\$874,586</b>	<b>\$842,286</b>	<b>\$1,579,986</b>
<b>TOTAL REVENUE</b>	<b>\$2,795,679</b>	<b>\$4,491,348</b>	<b>\$5,857,021</b>	<b>\$5,824,721</b>	<b>\$6,562,421</b>

**GDPS Washington State Charter MS  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIO**

<b>SUMMARY</b>					
<b>Total Revenue</b>	2,795,679	4,491,348	5,857,021	5,824,721	6,562,421
<b>Total Expenses</b>	2,749,543	4,297,520	5,747,643	5,747,843	6,117,963
<b>Net Income</b>	46,136	193,827	109,378	76,878	444,458
<b>Revenue Per Pupil</b>	13,978	11,228	9,762	9,708	10,937
<b>Expenses Per Pupil</b>	13,748	10,744	9,579	9,580	10,197

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2015-16	2016-17	2017-18	2018-19	2019-20

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	-	-	-	-
Instructional Management	200,000	200,000	290,000	290,000	290,000
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-
Administrative Staff	80,400	107,760	107,760	107,760	107,760
Other - Administrative	-	-	-	-	-

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS**

<b>\$280,400</b>	<b>\$307,760</b>	<b>\$397,760</b>	<b>\$397,760</b>	<b>\$397,760</b>
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**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	417,856	731,248	1,044,640	1,044,640	1,044,640
Teachers - SPED	156,696	261,160	365,624	365,624	365,624
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	52,232	156,696	208,928	208,928	208,928
Aides	43,320	86,640	129,960	129,960	129,960
Therapists & Counselors	92,232	92,232	144,464	144,464	144,464
Other - Instructional	-	-	-	-	-

**TOTAL INSTRUCTIONAL PERSONNEL COSTS**

<b>\$762,336</b>	<b>\$1,327,976</b>	<b>\$1,893,616</b>	<b>\$1,893,616</b>	<b>\$1,893,616</b>
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**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	56,240	56,240	56,240	56,240	56,240
Other - Non-Instructional	17,500	17,500	17,500	17,500	17,500

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS**

<b>\$73,740</b>	<b>\$73,740</b>	<b>\$73,740</b>	<b>\$73,740</b>	<b>\$73,740</b>
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**TOTAL PERSONNEL EXPENSES**

<b>\$1,116,476</b>	<b>\$1,709,476</b>	<b>\$2,365,116</b>	<b>\$2,365,116</b>	<b>\$2,365,116</b>
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**PAYROLL TAXES AND BENEFITS**

Social Security	69,222	105,988	146,637	146,637	146,637
Medicare	16,189	24,787	34,294	34,294	34,294
State Unemployment	22,553	34,531	47,775	47,775	47,775
Worker's Compensation Insurance	18,980	29,061	40,207	40,207	40,207
Custom Other Tax #1	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-
Health Insurance	122,812	188,042	260,163	260,163	260,163
Dental Insurance	-	-	-	-	-
Vision Insurance	-	-	-	-	-
Life Insurance	-	-	-	-	-
Retirement Contribution	122,812	188,042	260,163	260,163	260,163
Custom Fringe #1	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-

**TOTAL PAYROLL TAXES AND BENEFITS**

<b>\$372,568</b>	<b>\$570,452</b>	<b>\$789,239</b>	<b>\$789,239</b>	<b>\$789,239</b>
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**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

<b>\$1,489,044</b>	<b>\$2,279,928</b>	<b>\$3,154,355</b>	<b>\$3,154,355</b>	<b>\$3,154,355</b>
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**CONTRACTED SERVICES**

Accounting / Audit	-	-	-	-	-
Legal	2,500	2,500	2,500	2,500	2,500
Management Company Fee	149,532	299,064	448,596	448,596	578,689
Nurse Services	-	-	-	-	-
Food Service / School Lunch	157,072	314,144	471,216	471,216	471,216
Payroll Services	500	750	1,000	1,200	1,224
Special Ed Services	60,000	120,000	180,000	180,000	180,000
Titlement Services (i.e. Title I)	-	-	-	-	-
Professional Consulting	15,000	15,000	15,000	15,000	15,000
Authorizer Oversight Fee	42,400	84,800	127,200	127,200	127,200
Audit	5,000	5,000	5,000	5,000	5,000

**TOTAL CONTRACTED SERVICES**

<b>\$432,004</b>	<b>\$841,258</b>	<b>\$1,250,512</b>	<b>\$1,250,712</b>	<b>\$1,380,829</b>
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**GDPS Washington State Charter MS**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>					
<b>Total Revenue</b>	2,795,679	4,491,348	5,857,021	5,824,721	6,562,421
<b>Total Expenses</b>	2,749,543	4,297,520	5,747,643	5,747,843	6,117,963
<b>Net Income</b>	46,136	193,827	109,378	76,878	444,458
<b>Revenue Per Pupil</b>	13,978	11,228	9,762	9,708	10,937
<b>Expenses Per Pupil</b>	13,748	10,744	9,579	9,580	10,197

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
2015-16	2016-17	2017-18	2018-19	2019-20

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	6,000	12,000	15,960	15,960	15,960
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	63,500	76,200	38,481	38,481	38,481
Supplies & Materials other	30,000	60,000	90,000	90,000	90,000
Equipment / Furniture	38,775	34,122	-	-	-
Telephone	10,000	10,000	10,000	10,000	10,000
Technology	175,000	175,000	105,000	105,000	199,500
Student Testing & Assessment	10,000	20,000	30,000	30,000	30,000
Field Trips	5,000	10,000	15,000	15,000	15,000
Transportation (student)	70,000	140,000	210,000	210,000	210,000
Student Services - other	19,000	38,000	57,000	57,000	57,000
Office Expense	-	-	-	-	-
Staff Development	2,200	4,400	6,600	6,600	6,600
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	15,000	15,000	15,000	15,000	15,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
SummerBridge	13,000	13,000	13,000	13,000	13,000
Stipends	10,000	20,000	30,000	30,000	30,000
Substitutes	20,000	40,000	60,000	60,000	60,000
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$487,475</b>	<b>\$667,722</b>	<b>\$696,041</b>	<b>\$696,041</b>	<b>\$790,541</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	5,000	10,000	15,000	15,000	15,000
Janitorial Services	20,000	20,000	20,000	20,000	20,000
Building and Land Rent / Lease	167,245	334,490	501,735	501,735	647,238
Repairs & Maintenance	50,000	50,000	50,000	50,000	50,000
Equipment / Furniture	38,775	34,122	-	-	-
Security Services	10,000	10,000	10,000	10,000	10,000
Utilities	50,000	50,000	50,000	50,000	50,000
Custom Facilities Operations #1	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$341,020</b>	<b>\$508,612</b>	<b>\$646,735</b>	<b>\$646,735</b>	<b>\$792,238</b>

**RESERVES / CONTINGENCY**

	-	-	-	-	-
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<b>TOTAL EXPENSES</b>	<b>\$2,749,543</b>	<b>\$4,297,520</b>	<b>\$5,747,643</b>	<b>\$5,747,843</b>	<b>\$6,117,963</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$46,136</b>	<b>\$193,827</b>	<b>\$109,378</b>	<b>\$76,878</b>	<b>\$444,458</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$46,136</b>	<b>\$193,827</b>	<b>\$109,378</b>	<b>\$76,878</b>	<b>\$444,458</b>



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Description of Assumptions

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Description of Assumptions

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Description of Assumptions

**GDPS Washington State Charter MS  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

Description of Assumptions

<b>SUMMARY</b>	
<b>Total Revenue</b>	-
<b>Total Expenses</b>	562,321
<b>Net Income</b>	(562,321)
<b>Revenue Per Pupil</b>	
<b>Expenses Per Pupil</b>	

Start-Up Period
--------------------

**REVENUE**

**STATE REVENUES**

Per Pupil Funding - Basic Education	-
Per Pupil Funding - Special Education	-
Per Pupil Funding - Learning Assistance Program	-
Per Pupil Funding - Transitional Bilingual	-
Per Pupil Funding - Highly Capable	-
Per Pupil Funding - Transportation	-
Custom State Funding #1	-
Custom State Funding #2	-
Custom State Funding #3	-

**TOTAL STATE REVENUES** **\$-**

**FEDERAL REVENUES**

Free Breakfast Reimbursement	-
Reduced Breakfast Reimbursement	-
Paid Breakfast Reimbursement	-
Free Lunch Reimbursement	-
Reduced Lunch Reimbursement	-
Paid Lunch Reimbursement	-
Snack Reimbursement	-
Title I	-
Title II	-
Title III	-
IDEA Funding	-
CSP	-
Custom Federal Funding #1	-
Custom Federal Funding #2	-
Custom Federal Funding #3	-

**TOTAL FEDERAL REVENUES** **\$-**

**LOCAL & OTHER REVENUES**

Contributions and Donations	-
Fundraising (Rev.)	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
Local Levy Funding - Maintenance and Operations	-
Custom Local & Other Funding #2	-
Custom Local & Other Funding #3	-

**TOTAL LOCAL & OTHER REVENUES** **\$-**

**TOTAL REVENUE** **\$-**

**GDPS Washington State Charter MS  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	-
Total Expenses	562,321
Net Income	(562,321)
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period
--------------------

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	82,500
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	12,500
Other - Administrative	-

9 months of the Principal's time - hiring, community engagement

3 months of the Office Manager's time - student recruiting

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS** **\$95,000**

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	32,500
Other - Instructional	-

3 months of the Counselor's time - master schedule preparation and 3 months

**TOTAL INSTRUCTIONAL PERSONNEL COSTS** **\$32,500**

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-
Librarian	-
Custodian	-
Security	-
Other - Non-Instructional	-

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS** **\$-**

**TOTAL PERSONNEL EXPENSES** **\$127,500**

**PAYROLL TAXES AND BENEFITS**

Social Security	7,905
Medicare	1,849
State Unemployment	2,576
Worker's Compensation Insurance	2,168
Custom Other Tax #1	-
Custom Other Tax #2	-
Health Insurance	14,025
Dental Insurance	-
Vision Insurance	-
Life Insurance	-
Retirement Contribution	14,025
Custom Fringe #1	-
Custom Fringe #2	-

See assumptions tab

See assumptions tab

See assumptions tab

See assumptions tab

See assumptions tab

See assumptions tab

**TOTAL PAYROLL TAXES AND BENEFITS** **\$42,547**

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES** **\$170,047**

**CONTRACTED SERVICES**

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Professional Consulting	-
Authorizer Oversight Fee	-
Audit	-

**GDPS Washington State Charter MS  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	-
Total Expenses	562,321
Net Income	(562,321)
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up Period
--------------------

TOTAL CONTRACTED SERVICES \$-

**GDPS Washington State Charter MS  
PROJECTED START-UP BUDGET / OPERATING PLAN  
FOR INITIAL CHARTER PERIOD**

SUMMARY	
Total Revenue	-
Total Expenses	562,321
Net Income	(562,321)
Revenue Per Pupil	
Expenses Per Pupil	

Description of Assumptions

Start-Up  
Period

**SCHOOL OPERATIONS**

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	70,000	\$250 per student, \$20,000 in upfront reference materials investments
Supplies & Materials other	65,000	\$50K in office materials and supplies and \$15K in printing expense
Equipment / Furniture	100,000	\$40K in classroom equipment (smart boards, etc.) and \$60K in classroom FF
Telephone	-	
Technology	77,000	Computers and start-up software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	50,000	Elective equipment
Office Expense	-	
Staff Development	-	
Staff Recruitment	-	
Student Recruitment / Marketing	25,000	Heavy student recruiting in Year 1 to create brand awareness
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
SummerBridge	5,274	1 week of Summerbridge; 2 weeks in subsequent years
Stipends	-	
Substitutes	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$392,274</b>	

**FACILITY OPERATION & MAINTENANCE**

Insurance	-
Janitorial Services	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security Services	-
Utilities	-
Custom Facilities Operations #1	-
Custom Facilities Operations #2	-
Custom Facilities Operations #3	-

**TOTAL FACILITY OPERATION & MAINTENANCE**

\$-

**RESERVES / CONTINGENCY**

-

<b>TOTAL EXPENSES</b>	<b>\$562,321</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$(562,321)</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$(562,321)</b>



**GDPS Washington State Charter MS  
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

<b>SUMMARY</b>							
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	57,236	20,559	382,559	32,231	32,231	37,505	562,321
<b>Net Income</b>	(57,236)	(20,559)	(382,559)	(32,231)	(32,231)	(37,505)	(562,321)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	1,124,642
<b>Beginning Cash Balance</b>	562,321	505,085	484,526	101,968	69,736	37,505	0
<b>Net Income</b>	505,085	484,526	101,968	69,736	37,505	0	562,321

CHECK vs. Budget  
(Must Be Zero)

January	February	March	April	May	June	TOTAL
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**REVENUE**

**STATE REVENUES**

Per Pupil Funding - Basic Education	-	-	-	-	-	-	-
Per Pupil Funding - Special Education	-	-	-	-	-	-	-
Per Pupil Funding - Learning Assistance Program	-	-	-	-	-	-	-
Per Pupil Funding - Transitional Bilingual	-	-	-	-	-	-	-
Per Pupil Funding - Highly Capable	-	-	-	-	-	-	-
Per Pupil Funding - Transportation	-	-	-	-	-	-	-
Custom State Funding #1	-	-	-	-	-	-	-
Custom State Funding #2	-	-	-	-	-	-	-
Custom State Funding #3	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUES</b>	\$-	\$-	\$-	\$-	\$-	\$-	\$-

**FEDERAL REVENUES**

Free Breakfast Reimbursement	-	-	-	-	-	-	-
Reduced Breakfast Reimbursement	-	-	-	-	-	-	-
Paid Breakfast Reimbursement	-	-	-	-	-	-	-
Free Lunch Reimbursement	-	-	-	-	-	-	-
Reduced Lunch Reimbursement	-	-	-	-	-	-	-
Paid Lunch Reimbursement	-	-	-	-	-	-	-
Snack Reimbursement	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title II	-	-	-	-	-	-	-
Title III	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	-	-
CSP	-	-	-	-	-	-	-
Custom Federal Funding #1	-	-	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUES</b>	\$-	\$-	\$-	\$-	\$-	\$-	\$-

**LOCAL & OTHER REVENUES**

Contributions and Donations	-	-	-	-	-	-	-
Fundraising (Rev.)	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
Local Levy Funding - Maintenance and Operations	-	-	-	-	-	-	-
Custom Local & Other Funding #2	-	-	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-	-	-
<b>TOTAL LOCAL &amp; OTHER REVENUES</b>	\$-	\$-	\$-	\$-	\$-	\$-	\$-
<b>TOTAL REVENUE</b>	\$-	\$-	\$-	\$-	\$-	\$-	\$-



**GDPS Washington State Charter MS  
PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

SUMMARY							
<b>Total Revenue</b>	-	-	-	-	-	-	-
<b>Total Expenses</b>	57,236	20,559	382,559	32,231	32,231	37,505	562,321
<b>Net Income</b>	(57,236)	(20,559)	(382,559)	(32,231)	(32,231)	(37,505)	(562,321)
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	1,124,642
<b>Beginning Cash Balance</b>	562,321	505,085	484,526	101,968	69,736	37,505	0
<b>Net Income</b>	505,085	484,526	101,968	69,736	37,505	0	562,321

CHECK vs. Budget  
(Must Be Zero)

January	February	March	April	May	June	TOTAL
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**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	70,000	-	-	-	70,000
Supplies & Materials other	-	-	65,000	-	-	-	65,000
Equipment / Furniture	-	-	100,000	-	-	-	100,000
Telephone	-	-	-	-	-	-	-
Technology	-	-	77,000	-	-	-	77,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	50,000	-	-	-	50,000
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	8,333.33	8,333.33	8,333.33	-	-	-	25,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
SummerBridge	-	-	-	-	5,274	-	5,274
Stipends	-	-	-	-	-	-	-
Substitutes	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$8,333</b>	<b>\$8,333</b>	<b>\$370,333</b>	<b>\$-</b>	<b>\$-</b>	<b>\$5,274</b>	<b>\$392,274</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	-	-	-	-	-	-	-
Janitorial Services	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security Services	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>	<b>\$-</b>

**RESERVES / CONTINGENCY**

	-	-	-	-	-	-	-
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<b>TOTAL EXPENSES</b>	<b>\$57,236</b>	<b>\$20,559</b>	<b>\$382,559</b>	<b>\$32,231</b>	<b>\$32,231</b>	<b>\$37,505</b>	<b>\$562,321</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$(57,236)</b>	<b>\$(20,559)</b>	<b>\$(382,559)</b>	<b>\$(32,231)</b>	<b>\$(32,231)</b>	<b>\$(37,505)</b>	<b>\$(562,321)</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$(57,236)</b>	<b>\$(20,559)</b>	<b>\$(382,559)</b>	<b>\$(32,231)</b>	<b>\$(32,231)</b>	<b>\$(37,505)</b>	<b>\$(562,321)</b>

<b>SUMMARY</b>	
<b>Total Revenue</b>	
<b>Total Expenses</b>	
<b>Net Income</b>	
<b>Cash Flow Adjustments</b>	
<b>Beginning Cash Balance</b>	Philanthropic funds
<b>Net Income</b>	

**Description of Assumptions**

<b>REVENUE</b>	
<b>STATE REVENUES</b>	
Per Pupil Funding - Basic Education	
Per Pupil Funding - Special Education	
Per Pupil Funding - Learning Assistance Program	
Per Pupil Funding - Transitional Bilingual	
Per Pupil Funding - Highly Capable	
Per Pupil Funding - Transportation	
Custom State Funding #1	
Custom State Funding #2	
Custom State Funding #3	
<b>TOTAL STATE REVENUES</b>	
<b>FEDERAL REVENUES</b>	
Free Breakfast Reimbursement	
Reduced Breakfast Reimbursement	
Paid Breakfast Reimbursement	
Free Lunch Reimbursement	
Reduced Lunch Reimbursement	
Paid Lunch Reimbursement	
Snack Reimbursement	
Title I	
Title II	
Title III	
DEA Funding	
CSP	
Custom Federal Funding #1	
Custom Federal Funding #2	
Custom Federal Funding #3	
<b>TOTAL FEDERAL REVENUES</b>	
<b>LOCAL &amp; OTHER REVENUES</b>	
Contributions and Donations	
Fundraising (Rev.)	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
Local Levy Funding - Maintenance and Operations	
Custom Local & Other Funding #2	
Custom Local & Other Funding #3	
<b>TOTAL LOCAL &amp; OTHER REVENUES</b>	
<b>TOTAL REVENUE</b>	

**SUMMARY**

	<b>Description of Assumptions</b>
<b>Total Revenue</b>	
<b>Total Expenses</b>	
<b>Net Income</b>	
<b>Cash Flow Adjustments</b>	
<b>Beginning Cash Balance</b>	Philanthropic funds
<b>Net Income</b>	

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	December in January
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	quarter
Other - Administrative	

**TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS****INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	psych come on in last quarter
Other - Instructional	

**TOTAL INSTRUCTIONAL PERSONNEL COSTS****NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	
Librarian	
Custodian	
Security	
Other - Non-Instructional	

**TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS****TOTAL PERSONNEL EXPENSES****PAYROLL TAXES AND BENEFITS**

Social Security	Spread based on personnel expenses incurred
Medicare	Spread based on personnel expenses incurred
State Unemployment	Spread based on personnel expenses incurred
Worker's Compensation Insurance	Spread based on personnel expenses incurred
Custom Other Tax #1	Spread based on personnel expenses incurred
Custom Other Tax #2	Spread based on personnel expenses incurred
Health Insurance	Spread based on personnel expenses incurred
Dental Insurance	Spread based on personnel expenses incurred
Vision Insurance	Spread based on personnel expenses incurred
Life Insurance	Spread based on personnel expenses incurred
Retirement Contribution	Spread based on personnel expenses incurred
Custom Fringe #1	Spread based on personnel expenses incurred
Custom Fringe #2	Spread based on personnel expenses incurred

**TOTAL PAYROLL TAXES AND BENEFITS****TOTAL PERSONNEL, TAX & BENEFIT EXPENSES****CONTRACTED SERVICES**

Accounting / Audit
Legal
Management Company Fee
Nurse Services
Food Service / School Lunch
Payroll Services
Special Ed Services
Titlement Services (i.e. Title I)
Professional Consulting
Authorizer Oversight Fee
Audit

**TOTAL CONTRACTED SERVICES**

**SUMMARY**

	<b>Description of Assumptions</b>
<b>Total Revenue</b>	
<b>Total Expenses</b>	
<b>Net Income</b>	
<b>Cash Flow Adjustments</b>	
<b>Beginning Cash Balance</b>	Philanthropic funds
<b>Net Income</b>	

**SCHOOL OPERATIONS**

Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	Procurement aligned with budget cycle.
Supplies & Materials other	Procurement aligned with budget cycle.
Equipment / Furniture	Procurement aligned with budget cycle.
Telephone	
Technology	Procurement aligned with budget cycle.
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	Procurement aligned with budget cycle.
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	lottery
School Meals / Lunch	
Travel (Staff)	
Fundraising	
SummerBridge	
Stipends	
Substitutes	

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

Insurance	
Janitorial Services	
Building and Land Rent / Lease	
Repairs & Maintenance	
Equipment / Furniture	
Security Services	
Utilities	
Custom Facilities Operations #1	
Custom Facilities Operations #2	
Custom Facilities Operations #3	

**TOTAL FACILITY OPERATION & MAINTENANCE**

**RESERVES / CONTINGENCY**

**TOTAL EXPENSES**

**NET OPERATING INCOME (before Depreciation)**

**DEPRECIATION & AMORTIZATION**

**NET OPERATING INCOME (including Depreciation)**

**GDPS Washington State Charter MS  
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INIT**

<b>SUMMARY</b>											
<b>Total Revenue</b>	439,382	206,037	205,519	203,760	204,978	210,519	208,760	208,760	275,519	208,760	209,978
<b>Total Expenses</b>	435,110	203,612	203,182	203,182	204,182	208,849	206,182	205,182	260,849	204,182	204,182
<b>Net Income</b>	4,272	2,425	2,337	578	796	1,671	2,578	3,578	14,671	4,578	5,796
<b>Cash Flow Adjustments</b>	(562,321)	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	562,321	4,273	6,698	9,035	9,613	10,409	12,079	14,657	18,235	32,905	37,483
<b>Net Income</b>	4,273	6,698	9,035	9,613	10,409	12,079	14,657	18,235	32,905	37,483	43,279

July	August	September	October	November	December	January	February	March	April	May
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**REVENUE**

<b>STATE REVENUES</b>											
Per Pupil Funding - Basic Education	105,940	105,940	95,346	95,346	58,267	95,346	95,346	95,346	95,346	95,346	58,267
Per Pupil Funding - Special Education	15,144	15,144	13,630	13,630	8,329	13,630	13,630	13,630	13,630	13,630	8,329
Per Pupil Funding - Learning Assistance Program	7,642	7,642	6,878	6,878	4,203	6,878	6,878	6,878	6,878	6,878	4,203
Per Pupil Funding - Transitional Bilingual	3,029	3,029	2,726	2,726	1,666	2,726	2,726	2,726	2,726	2,726	1,666
Per Pupil Funding - Highly Capable	-	-	-	-	-	-	-	-	-	-	-
Per Pupil Funding - Transportation	7,622	7,622	6,859	6,859	4,192	6,859	6,859	6,859	6,859	6,859	4,192
Custom State Funding #1	-	-	-	-	-	-	-	-	-	-	-
Custom State Funding #2	-	-	-	-	-	-	-	-	-	-	-
Custom State Funding #3	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL STATE REVENUES</b>	<b>\$139,377</b>	<b>\$139,377</b>	<b>\$125,440</b>	<b>\$125,440</b>	<b>\$76,658</b>	<b>\$125,440</b>	<b>\$125,440</b>	<b>\$125,440</b>	<b>\$125,440</b>	<b>\$125,440</b>	<b>\$76,658</b>

<b>FEDERAL REVENUES</b>											
Free Breakfast Reimbursement	-	-	8,376	-	-	8,376	-	-	8,376	-	-
Reduced Breakfast Reimbursement	-	-	2,189	-	-	2,189	-	-	2,189	-	-
Paid Breakfast Reimbursement	-	-	431	-	-	431	-	-	431	-	-
Free Lunch Reimbursement	-	-	15,532	-	-	15,532	-	-	15,532	-	-
Reduced Lunch Reimbursement	-	-	4,326	-	-	4,326	-	-	4,326	-	-
Paid Lunch Reimbursement	-	-	431	-	-	431	-	-	431	-	-
Snack Reimbursement	-	-	6,840	-	-	6,840	-	-	6,840	-	-
Title I	-	-	16,400	-	-	16,400	-	-	16,400	-	-
Title II	-	-	-	-	-	-	-	-	-	-	-
Title III	-	-	1,488	-	-	1,488	-	-	1,488	-	-
DEA Funding	-	-	10,748	-	-	10,748	-	-	10,748	-	-
CSP	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #1	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FEDERAL REVENUES</b>	<b>\$-</b>	<b>\$-</b>	<b>\$66,759</b>	<b>\$-</b>	<b>\$-</b>	<b>\$66,759</b>	<b>\$-</b>	<b>\$-</b>	<b>\$66,759</b>	<b>\$-</b>	<b>\$-</b>

<b>LOCAL &amp; OTHER REVENUES</b>											
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-
Fundraising (Rev.)	300,000 00	65,000 00	10,000 00	75,000 00	125,000 00	15,000 00	80,000 00	80,000 00	80,000 00	80,000 00	130,000 00
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	1,660	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320	3,320
Text Book	-	-	-	-	-	-	-	-	-	-	-
Local Levy Funding - Maintenance and Operations	5	-	-	-	-	-	-	-	-	-	-
Custom Local & Other Funding #2	-	-	-	-	-	-	-	-	-	-	-
Custom Local & Other Funding #3	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL LOCAL &amp; OTHER REVENUES</b>	<b>\$300,005</b>	<b>\$66,660</b>	<b>\$13,320</b>	<b>\$78,320</b>	<b>\$128,320</b>	<b>\$18,320</b>	<b>\$83,320</b>	<b>\$83,320</b>	<b>\$83,320</b>	<b>\$83,320</b>	<b>\$133,320</b>
<b>TOTAL REVENUE</b>	<b>\$439,382</b>	<b>\$206,037</b>	<b>\$205,519</b>	<b>\$203,760</b>	<b>\$204,978</b>	<b>\$210,519</b>	<b>\$208,760</b>	<b>\$208,760</b>	<b>\$275,519</b>	<b>\$208,760</b>	<b>\$209,978</b>





**GDPS Washington State Charter MS  
YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INIT**

<b>SUMMARY</b>											
<b>Total Revenue</b>	439,382	206,037	205,519	203,760	204,978	210,519	208,760	208,760	275,519	208,760	209,978
<b>Total Expenses</b>	435,110	203,612	203,182	203,182	204,182	208,849	206,182	205,182	260,849	204,182	204,182
<b>Net Income</b>	4,272	2,425	2,337	578	796	1,671	2,578	3,578	14,671	4,578	5,796
<b>Cash Flow Adjustments</b>	(562,321)	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	562,321	4,273	6,698	9,035	9,613	10,409	12,079	14,657	18,235	32,905	37,483
<b>Net Income</b>	4,273	6,698	9,035	9,613	10,409	12,079	14,657	18,235	32,905	37,483	43,279

July	August	September	October	November	December	January	February	March	April	May
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**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	500	500	500	500	500	500	500	500	500	500	500
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	63,500	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Equipment / Furniture	38,775	-	-	-	-	-	-	-	-	-	-
Telephone	833 33	833 33	833 33	833 33	833 33	833 33	833 33	833 33	833 33	833 33	833 33
Technology	110,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	55,000	1,000	1,000
Student Testing & Assessment	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Field Trips	-	-	-	-	-	1,666.67	-	-	1,666.67	-	-
Transportation (student)	-	6,363 64	6,363 64	6,363 64	6,363 64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64	6,363.64
Student Services - other	-	1,727 27	1,727 27	1,727 27	1,727 27	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27
Office Expense	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	1,500	70	70	70	70	70	70	70	70	70
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	1,000	4,000	3,000	2,000	2,000	1,000	1,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
SummerBridge	13,000	-	-	-	-	-	-	-	-	-	-
Stipends	-	909 09	909 09	909 09	909 09	909.09	909.09	909.09	909.09	909.09	909.09
Substitutes	-	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18	1,818.18
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$229,108</b>	<b>\$17,152</b>	<b>\$16,722</b>	<b>\$16,722</b>	<b>\$17,722</b>	<b>\$22,388</b>	<b>\$19,722</b>	<b>\$18,722</b>	<b>\$74,388</b>	<b>\$17,722</b>	<b>\$17,722</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	416 67	416 67	416 67	416 67	416 67	416.67	416.67	416.67	416.67	416.67	416.67
Janitorial Services	1,666 67	1,666 67	1,666 67	1,666 67	1,666 67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67
Building and Land Rent / Lease	13,937 08	13,937 08	13,937 08	13,937 08	13,937 08	13,937.08	13,937.08	13,937.08	13,937.08	13,937.08	13,937.08
Repairs & Maintenance	4,166 67	4,166 67	4,166 67	4,166 67	4,166 67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
Equipment / Furniture	38,775 00	-	-	-	-	-	-	-	-	-	-
Security Services	833 33	833 33	833 33	833 33	833 33	833.33	833.33	833.33	833.33	833.33	833.33
Utilities	4,166 67	4,166 67	4,166 67	4,166 67	4,166 67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67	4,166.67
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$63,962</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>	<b>\$25,187</b>

**RESERVES / CONTINGENCY**

	-	-	-	-	-	-	-	-	-	-	-
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**TOTAL EXPENSES**

	<b>\$435,110</b>	<b>\$203,612</b>	<b>\$203,182</b>	<b>\$203,182</b>	<b>\$204,182</b>	<b>\$208,849</b>	<b>\$206,182</b>	<b>\$205,182</b>	<b>\$260,849</b>	<b>\$204,182</b>	<b>\$204,182</b>
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**NET OPERATING INCOME (before Depreciation)**

	<b>\$4,272</b>	<b>\$2,425</b>	<b>\$2,337</b>	<b>\$578</b>	<b>\$796</b>	<b>\$1,671</b>	<b>\$2,578</b>	<b>\$3,578</b>	<b>\$14,671</b>	<b>\$4,578</b>	<b>\$5,796</b>
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**DEPRECIATION & AMORTIZATION**

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**NET OPERATING INCOME (including Depreciation)**

	<b>\$4,272</b>	<b>\$2,425</b>	<b>\$2,337</b>	<b>\$578</b>	<b>\$796</b>	<b>\$1,671</b>	<b>\$2,578</b>	<b>\$3,578</b>	<b>\$14,671</b>	<b>\$4,578</b>	<b>\$5,796</b>
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**IAL CHARTER PERIOD**

<b>SUMMARY</b>		CHECK vs. Budget (Must Be Zero)		
<b>Total Revenue</b>	213,706	2,795,679	0	<b>Description of Assumptions</b>
<b>Total Expenses</b>	210,849	2,749,543	-	
<b>Net Income</b>	2,857	46,136	0	
<b>Cash Flow Adjustments</b>	-	2,703,407		
<b>Beginning Cash Balance</b>	43,279	46,136		
<b>Net Income</b>	46,136	2,795,679		
	June	TOTAL		
<b>REVENUE</b>				
<b>STATE REVENUES</b>				
Per Pupil Funding - Basic Education	63,564	1,059,400	-	State payment schedule.
Per Pupil Funding - Special Education	9,086	151,440	-	State payment schedule.
Per Pupil Funding - Learning Assistance Program	4,585	76,424	-	State payment schedule.
Per Pupil Funding - Transitional Bilingual	1,818	30,294	-	State payment schedule.
Per Pupil Funding - Highly Capable	-	-	-	State payment schedule.
Per Pupil Funding - Transportation	4,573	76,216	-	State payment schedule.
Custom State Funding #1	-	-	-	
Custom State Funding #2	-	-	-	Negligible in Year 1.
Custom State Funding #3	-	-	-	
<b>TOTAL STATE REVENUES</b>	<b>\$83,626</b>	<b>\$1,393,774</b>	-	
<b>FEDERAL REVENUES</b>				
Free Breakfast Reimbursement	8,376	33,502	-	Quarterly federal payments anticipated.
Reduced Breakfast Reimbursement	2,189	8,755	-	Quarterly federal payments anticipated.
Paid Breakfast Reimbursement	431	1,724	-	Quarterly federal payments anticipated.
Free Lunch Reimbursement	15,532	62,128	-	Quarterly federal payments anticipated.
Reduced Lunch Reimbursement	4,326	17,305	-	Quarterly federal payments anticipated.
Paid Lunch Reimbursement	431	1,724	-	Quarterly federal payments anticipated.
Snack Reimbursement	6,840	27,360	-	Quarterly federal payments anticipated.
Title I	16,400	65,600	-	Quarterly federal payments anticipated.
Title II	-	-	-	
Title III	1,488	5,950	-	Quarterly federal payments anticipated.
DEA Funding	10,748	42,990	-	Quarterly federal payments anticipated.
CSP	-	-	-	
Custom Federal Funding #1	-	-	-	
Custom Federal Funding #2	-	-	-	
Custom Federal Funding #3	-	-	-	
<b>TOTAL FEDERAL REVENUES</b>	<b>\$66,759</b>	<b>\$267,038</b>	-	
<b>LOCAL &amp; OTHER REVENUES</b>				
Contributions and Donations	-	-	-	
Fundraising (Rev.)	60,000 00	1,100,000	-	Would allocate philanthropy to manage cash.
Erate Reimbursement	-	-	-	
Earnings on Investments	-	-	-	
Interest Income	-	-	-	
Food Service (Income from meals)	3,320	34,862	-	
Text Book	-	-	-	
Local Levy Funding - Maintenance and Operations	-	5	0	
Custom Local & Other Funding #2	-	-	-	
Custom Local & Other Funding #3	-	-	-	
<b>TOTAL LOCAL &amp; OTHER REVENUES</b>	<b>\$63,320</b>	<b>\$1,134,867</b>	0	
<b>TOTAL REVENUE</b>	<b>\$213,706</b>	<b>\$2,795,679</b>	0	

**IAL CHARTER PERIOD**

<b>SUMMARY</b>		CHECK vs. Budget (Must Be Zero)		
<b>Total Revenue</b>	213,706	2,795,679	0	<b>Description of Assumptions</b>
<b>Total Expenses</b>	210,849	2,749,543	-	
<b>Net Income</b>	2,857	46,136	0	
<b>Cash Flow Adjustments</b>	-	2,703,407		
<b>Beginning Cash Balance</b>	43,279	46,136		
<b>Net Income</b>	46,136	2,795,679		
	June	TOTAL		
<b>EXPENSES</b>				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>				
Executive Management	-	-	-	
Instructional Management	16,667	200,000	-	Paid monthly.
Deans, Directors & Coordinators	-	-	-	
CFO / Director of Finance	-	-	-	
Operation / Business Manager	-	-	-	
Administrative Staff	6,700	80,400	-	Paid monthly.
Other - Administrative	-	-	-	
<b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>\$23,367</b>	<b>\$280,400</b>	-	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	34,821	417,856	-	Paid monthly.
Teachers - SPED	13,058	156,696	-	Paid monthly.
Substitute Teachers	-	-	-	
Teaching Assistants	-	-	-	
Specialty Teachers	4,353	52,232	-	Paid monthly.
Aides	3,610	43,320	-	Paid monthly.
Therapists & Counselors	7,686	92,232	-	Paid monthly.
Other - Instructional	-	-	-	
<b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$63,528</b>	<b>\$762,336</b>	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	-	-	-	
Librarian	-	-	-	
Custodian	-	-	-	
Security	4,687	56,240	-	Paid monthly.
Other - Non-Instructional	1,458	17,500	-	Paid monthly.
<b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>\$6,145</b>	<b>\$73,740</b>	-	
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$93,040</b>	<b>\$1,116,476</b>	-	
<b>PAYROLL TAXES AND BENEFITS</b>				
Social Security	5,768	69,222	-	Paid monthly.
Medicare	1,349	16,189	-	Paid monthly.
State Unemployment	1,879	22,553	-	Paid monthly.
Worker's Compensation Insurance	1,582	18,980	-	Paid monthly.
Custom Other Tax #1	-	-	-	
Custom Other Tax #2	-	-	-	
Health Insurance	10,234	122,812	-	Paid monthly.
Dental Insurance	-	-	-	
Vision Insurance	-	-	-	
Life Insurance	-	-	-	
Retirement Contribution	10,234	122,812	-	Paid monthly.
Custom Fringe #1	-	-	-	
Custom Fringe #2	-	-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$31,047</b>	<b>\$372,568</b>	-	
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$124,087</b>	<b>\$1,489,044</b>	-	
<b>CONTRACTED SERVICES</b>				
Accounting / Audit	-	-	-	
Legal	208	2,500	-	Spread evenly as an estimate.
Management Company Fee	12,461	149,532	-	Aligns to public revenue flow.
Nurse Services	-	-	-	
Food Service / School Lunch	14,279	157,072	-	Aligns to student calendar.
Payroll Services	-	500	-	
Special Ed Services	5,454	60,000	-	Aligns to student calendar.
Titlement Services (i.e. Title I)	-	-	-	
Professional Consulting	1,250	15,000	-	
Authorizer Oversight Fee	3,533	42,400	-	
Audit	5,000	5,000	-	
<b>TOTAL CONTRACTED SERVICES</b>	<b>\$42,186</b>	<b>\$432,004</b>	-	

**IAL CHARTER PERIOD**

SUMMARY				CHECK vs. Budget (Must Be Zero)	
<b>Total Revenue</b>	213,706	2,795,679		0	<b>Description of Assumptions</b>
<b>Total Expenses</b>	210,849	2,749,543		-	
<b>Net Income</b>	2,857	46,136		0	
<b>Cash Flow Adjustments</b>	-	2,703,407			
<b>Beginning Cash Balance</b>	43,279	46,136			
<b>Net Income</b>	46,136	2,795,679			
	June	TOTAL			
<b>SCHOOL OPERATIONS</b>					
Board Expenses	-	-		-	
Classroom / Teaching Supplies & Materials	500	6,000		-	Spread evenly given summer prep for teachers.
Special Ed Supplies & Materials	-	-		-	
Textbooks / Workbooks	-	63,500		-	Purchased prior to the start of school.
Supplies & Materials other	2,500	30,000		-	Spread evenly given summer prep for teachers.
Equipment / Furniture	-	38,775		-	Purchased prior to the start of school.
Telephone	833 33	10,000		-	Monthly costs of telecommunications for 3 admin.
Technology	1,000	175,000		-	Purchased prior to the start of school.
Student Testing & Assessment	1,000	10,000		-	Spread evenly in absence of testing details.
Field Trips	1,666 67	5,000		-	Likely to occur once quarterly at the end of the quarter.
Transportation (student)	6,363 64	70,000		-	Aligns to student calendar.
Student Services - other	1,727 27	19,000		-	Aligns to student calendar.
Office Expense	-	-		-	
Staff Development	70	2,200		-	Majority spent on staff retreat prior to school.
Staff Recruitment	-	-		-	
Student Recruitment / Marketing	1,000	15,000		-	Recruit extensively prior to lottery.
School Meals / Lunch	-	-		-	
Travel (Staff)	-	-		-	
Fundraising	-	-		-	
SummerBridge	-	13,000		-	Occurs prior to school starting.
Stipends	909 09	10,000		-	Aligns to student calendar.
Substitutes	1,818.18	20,000		-	Aligns to student calendar.
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$19,388</b>	<b>\$487,475</b>		-	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	416 67	5,000		-	Paid monthly.
Janitorial Services	1,666 67	20,000		-	Paid monthly.
Building and Land Rent / Lease	13,937 08	167,245		-	Paid monthly.
Repairs & Maintenance	4,166 67	50,000		-	maintenance issues will arise.
Equipment / Furniture	-	38,775		-	Purchased prior to the start of school.
Security Services	833 33	10,000		-	Paid monthly.
Utilities	4,166 67	50,000		-	Paid monthly.
Custom Facilities Operations #1	-	-		-	
Custom Facilities Operations #2	-	-		-	
Custom Facilities Operations #3	-	-		-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$25,187</b>	<b>\$341,020</b>		-	
<b>RESERVES / CONTINGENCY</b>	-	-		-	
<b>TOTAL EXPENSES</b>	<b>\$210,849</b>	<b>\$2,749,543</b>		-	
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$2,857</b>	<b>\$46,136</b>		0	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-		-	
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$2,857</b>	<b>\$46,136</b>		0	

## Attachment 24 – Green Dot Washington State Budget Narrative

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## Overview

In building out the Green Dot Washington State School Budget, we looked at comparable costs in existing Green Dot California schools, worked with the Washington State Charter School Association (WSCSA) and EdTec to develop our assumptions. The budget represents our best knowledge of revenue and costs to date.

Green Dot would like to open up a small cluster of schools in Washington State over the next five years, pending the success of the first school. In addition to the services and support provided by the Green Dot National/Home Office, we will also open a Regional Office in Washington State to support the schools' academic, financial and operational needs.

## Green Dot Washington State – School Model

### *Attachment #24*

### Key Assumptions – Revenue

- Number of Students: Green Dot plans to operate an independent phase-in middle school (grades 6-8) in Washington State. We plan to phase in one grade at a time.
  - Our school budget assumes an enrollment of 600 students (150 per grade). Our proposed student-to-teacher ratio in Washington State is approximately 20:1 at scale.
  - Green Dot has assumed an attendance rate of 95% based on the experience of Green Dot's middle independent schools in California.
- Per Pupil Funding - Basic Education Program: \$5,297 per student for Washington State Schools per the Washington State Charter Commission's guidance. The model does assume any increase in per pupil funding.
- Average Daily Membership: Based on enrollment experience in Green Dot California schools, we are assuming an Average Daily Membership (ADM) of 98%, which drives the total amount of per pupil funding available.
- Transportation: \$381 per student based on the assumptions from the Washington State Charter School Commission. To be conservative, we have assumed all students require transportation at this stage. We would amend this assumption once our final facility location is identified.
- Title I Funding: \$400 per FRL student per analysis done by the Charter School Development Center. We are assuming that 82% of our students will qualify for free or reduced priced meals based on student demographics in surrounding areas in Tacoma.
- Learning Assistance Program: \$466 per FRL student based on the assumptions from the Washington State Charter School Commission and assuming that 82% of our students will qualify for free or reduced price meals.



- Special Education Reimbursement: \$5,048 per special education student per the Washington State Charter School Commission up to 12.7% of students. We have assumed a special education population of 15% based on the surrounding districts
- Please note, the Financial Plan Workbook template did not allow for Green Dot to cap state special education reimbursement at 12.7%. Since Green Dot expects to have a special education population of 15%, the financials overstate special education revenue by approximately \$23,000 in Year 1, \$46,000 in Year 2, and \$70,000 in Year 3 and beyond.
- IDEA Reimbursement: \$1,433 per special education student per the Charter School Development Center and assuming that 15% of our students have an Individualized Education Program (IEP) based on student demographics at schools surrounding our target location in Tacoma.
- Transitional Bilingual: \$891 per English Language Learner (ELL) per the Washington State Charter Commission.
- Title III Program (ESL): \$175 per English Language Learner (ELL) based on analysis conducted by the Charter School Development Center.
- Local Levy Funding: We assume that the Tacoma Maintenance & Operations levy will be passed in February of 2018. We assume revenues of \$2,459 per student beginning in May 2019, based on dividing the current Tacoma levy funding of \$82,000,000 by the total TPS enrollment of 33,341 to get a per-pupil average.
- Foundation Funding / Federal Grants: Green Dot anticipates receiving philanthropic commitments to cover initial school start-up costs and network support. Green Dot has secured \$4.2MM from a national foundation in order to support this work. (Evidence attached) We have reached out to local and national foundations and will be applying for federal, state and other public grants to help support our expansion efforts in Washington State.
- School Site Fundraising: We have not included any school site fundraising in the school budget.
- After-school Programming: No revenue is assumed from after-school programming since these programs will likely be funded by in-kind contributions or through a partnership with a local community organization or Green Dot's ability to secure competitive federal grants for this work. The ability for Green Dot to offer after-school programs will depend on the availability of partner organizations and access to funding.
- Breakfast / Lunch / Snack: Green Dot has assumed the standard federal rates for free, reduced and paid breakfast, lunch and snack. Green Dot has predicted that 62% of the population will qualify for free lunch, 20% for reduced lunch and 18% for paid lunch.

	Breakfast	Lunch	Snack
Free	\$1.58	\$2.93	\$0.80

Reduced	\$1.28	\$2.53	\$0.80
Paid	\$0.28	\$0.28	\$0.80

Key Assumptions – Expenses

- Principals will have some discretion to make spending decisions that are aligned to the goals of the school and meet the needs of students, as long as total spending remains within budget.
- Personnel Expenses:
  - Salary and benefits assumptions are listed in the “Personnel” tab of the Budget Workbook.
    - The model does not assume any increases in inflation or salary expenses since we do not assume any increase in per pupil funding rates.
    - Green Dot Washington State will make every effort to ensure that our compensation and benefits policies are competitive with peer organizations. The chart below provides an overview of Green Dot’s proposed compensation structure based on comparable salaries from Green Dot California (so staff members are incentivized to relocate). Salary ranges may be adjusted for local trends.

	Salary / Wages	Count
Principal	\$100,000-\$120,000	1.00
AP	\$80,000-\$99,000	2.00
Psychologist	\$65,000-\$80,000	0.5
Teacher – ELA	\$50,000-\$55,000	6.00
Teacher – Math	\$50,000-\$55,000	6.00
Teacher – Science	\$50,000-\$55,000	4.00
Teacher – History	\$50,000-\$55,000	4.00
Teacher – Elective	\$50,000-\$55,000	3.00
Teacher – SPED	\$50,000-\$55,000	7.00
Teacher – ELL	\$50,000-\$55,000	1.00
Counselor	\$50,000-\$55,000	2.00
Athletic Director/After School Coordinator	\$35,000	0.50
Office Manager	\$50,000	1.00
SPED Aide	\$23,370	6.00
Campus Aide	\$24,600	1.00
Office Assistant - Full Time	\$29,520	1.00
Parent Coordinator	\$32,800	1.00
Security	\$36,080	1.00

- Social Security: 6.2% of salary as suggested by the Washington State Charter School Commission.
  - Medicare: 1.45% of salary per full-time employee per the Washington State Charter School Commission.
  - State Unemployment: 2.02% of salary per full-time employee per the Washington State Charter School Commission.
  - Workers Compensation: 1.7% of salary per full-time employee per EdTec.
  - Health, Dental and Vision: 11% of salary per full-time employee per EdTec and by analyzing district costs within Washington State.
  - Retirement Benefits: 11% of salary per all employee classes per EdTec and by analyzing district costs within Washington State.
- Green Dot has budgeted Summer Bridge costs of \$5,034 in Year 0 for two weeks of culture-building, diagnostic testing and remediation before the start of the first year. The costs increase to \$13,000 in future years to account for three additional weeks of student remediation.
  - Green Dot assumes a substitute cost of \$100 per student and a teacher stipend cost of \$50 per student.
  - Staff development is assumed at \$100 per school employee to cover conferences and educational publications. The majority of staff development will be provided internally.
  - Green Dot estimates \$2,000 per SPED student to cover education services and consultant costs. This is in addition to SPED employees employed by the school.
- Books, Educational Materials and Supplies:
    - In Years 0,1, and 2 Green Dot Charter Middle School will spend approximately \$50,000 (\$250 per new student) on books, educational materials and supplies. In addition, Green Dot Charter Middle School will spend \$20,000 on reference materials in Year 0. Twenty-five percent of textbooks are assumed to need replacement every year. Five percent of reference materials are assumed to need replacement every year.
    - On an ongoing basis, Green Dot Charter Middle School #1 will spend \$200 per student on testing supplies, office materials and supplies and printing/copying.
    - Each teacher will receive \$500 for classroom materials and supplies per year.

- Other Student Related Expenses:
  - In Year 0, Green Dot Charter Middle School will spend \$50,000 for equipment and supplies for electives and \$25,000 for student recruitment.
  - On an ongoing basis, Green Dot Charter Middle School will budget \$120 per student to electives, general student supplies, student events and field trips and \$15,000 to student recruitment.
  
- Equipment
  - In Year 0, Green Dot Charter Middle School will spend \$100,000 for classroom equipment, classroom FFE, and Office FFE. Classroom equipment includes smart boards and projectors.
  - In Years 1 and 2, Green Dot will spend \$78,000 and \$68,000 respectively on classroom equipment until the school has reached scale.
  - Estimates for classroom and office furniture, fixtures and equipment (FFE) (e.g., desks, chairs, file cabinets) are approximately \$4,500 per classroom. .
  
- Technology:
  - Green Dot Charter Middle School will spend approximately \$78,000 in Year 0 on new student and staff computers. On an ongoing basis, Green Dot Charter Middle School will spend on average ~\$150K on computers, laptop carts, educational software, non-educational software and equipment repair.
  - Technology is critical for the intervention courses Green Dot runs as well as online testing will be required for middle schools early in the transition to Common Core assessments.
  - Depending on how much school start-up philanthropy Green Dot receives, Green Dot may either purchase or lease its staff and student computers. Green Dot's laptop refresh policy is every three years.
    - At scale, Green Dot Charter Middle School will have three student computer labs or laptop carts (~90 computers). In addition, we have planned for 40 computers to be placed in various classrooms to provide students with online educational and remediation programs.
    - Administrators, teachers and office staff laptops are included as well.
  - Education technology licenses include programs such as Read 180, System 44 and APEX. Ongoing costs include books and materials that supplement the online educational programs.

- Non-educational software includes expenditures associated to the firewall, student information system, asset tracking software and other data applications.
- E-rate revenues and expenses have not been not included.
- Facilities:
  - We assume a 10% per enrolled student for facilities occupancy cost since Green Dot will partner with the Washington State Facilities Fund.
  - This 10% is applied to all public funds, and will increase on a dollar basis once Green Dot gets a full year of levy funding in 2019-2020. (Only a half year of levy funding is assumed for 2018-2019).
  - Green Dot Charter Middle School will spend approximately \$100,000 each year on utilities (gas, electric, water), routine maintenance and custodial costs.
- Services, Other Operating Expenses:
  - Transportation for Washington State schools is estimated to cost \$350 per student.
  - The federal reimbursement revenue for school food will cover the majority of school food expenditures; Green Dot anticipates a small percentage loss (~3%) from school meals.
  - \$60,000 is allocated towards professional services such as: operation and housekeeping services, security services, insurance, professional/consulting services (e.g., audit, payroll consulting) and legal services in Years 1 and 2. \$70,000 is allocated towards professional services on an ongoing basis.
- Shared Service Fees:
  - Shared Service Fee to Green Dot: In exchange for Washington State Regional Office and National/Home Office services and support, Washington State schools will pay approximately a 9-10% management fee on its public student funding. Green Dot plans to collaborate with Green Dot Washington State schools before determining its ultimate management fee, and this management fee may adapt over time.
  - This shared services fee is on all public sources of funding, but would not include levy dollars until the full levy was available to Green Dot.
- Authorizer Oversight Fee:
  - Authorizer Oversight Fee to the Washington State Charter School Commission: Green Dot has included a 4% authorizer oversight fee on the Basic Education Program per Commission guidance.

### Model Sensitivities

The Green Dot Charter Middle School financial model is most sensitive to: 1) the amount of per pupil funding and availability of local levy dollars, 2) school enrollment, 3) facilities costs, and 4) certificated teacher salaries and benefits.

In addition, to ensure positive monthly cash balances, Green Dot has assumed foundation/philanthropic funding to support its start-up costs.

Should these assumptions change, our school projections will be greatly impacted as well.

### Funding Contingency

Since the all-in per pupil allotment in Washington State is greater than in Los Angeles, Green Dot Washington State 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 Green Dot has a large shortfall in enrollment, Green Dot Washington State will use best practices developed through experiences in California to determine contingency budgets for each school.

The Washington State Manager of Finance and Business Affairs will work directly with the Green Dot Washington State Charter Middle School Principal to identify areas in their budgets that can be streamlined to help meet the new budget demands. Some examples of potential measures include:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement

Green Dot California schools have access to multiple credit facilities (i.e., revolving lines of credit through Wells Fargo and other lending institutions). Green Dot would establish similar lines of credit for Green Dot Charter Middle School as well.

BILL & MELINDA  
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November 10, 2013

Marco Petruzzi  
Chief Executive Officer  
Green Dot Public Schools  
1149 South Hill Street  
Suite 600  
Los Angeles, CA 90015

**Re: U.S. Programs Grant Number OPP1096252  
WA Charters CMO Startup**

Dear Mr. Petruzzi:

The Bill & Melinda Gates Foundation (the "Foundation") is pleased to award Green Dot Public Schools ("GDPS") a grant in the amount of \$4,200,000 for the period beginning on the date you sign this agreement (the "Start Date") to June 30, 2016 (the "Grant Period"). This agreement (the "Grant Agreement") contains the terms and conditions of this grant.

**Charitable Purpose of the Grant.** The charitable purpose of this grant is to support the expansion of Green Dot Public Schools into the state of Washington and the launch of at least one school in 2015-2016, as described in your proposal (the "Proposal") and budget (the "Budget") dated October 11, 2013 (together, the "Project").

**Tax Status.** GDPS confirms that under the United States Internal Revenue Code of 1986 (the "Code") it is exempt from federal income tax under section 501(c)(3) and is not a private foundation within the meaning of section 509(a) of the Code. You agree to advise us immediately if there is any change in your organization's tax status during the Grant Period.

**Use of Grant Funds.** Grant funds may only be used for the Project. Any grant funds unexpended or uncommitted at the end of the Grant Period must be promptly returned to the Foundation. Any Budget cost category change of more than 10% must be approved in writing by the Foundation in advance. You may not use the grant funds to reimburse any expenses you chose to incur prior to the Start Date.

**Political Campaign/Lobbying Activity.** Grant funds may not be used to influence the outcome of any election for public office or to carry on any voter registration drive. There is no agreement, oral or written, permitting the grant funds to be directed to or earmarked for lobbying activity or other attempts to influence local, state, federal, or foreign legislation. You confirm that the amount of funds received from the Foundation each year for this Project, including any other grant funds awarded by the Foundation for the Project, will not exceed the amount budgeted each year for nonlobbying activities. You agree to comply with lobbying, gift and ethics rules applicable to the Project under local, state, federal or foreign law. The Foundation is not retaining or employing you to engage in lobbying activities.

**Investment of Grant Funds.** Grant funds must be invested in highly liquid investments (such as interest-bearing bank accounts) with the primary objective of preservation of principal so that they are available for the Project. The Foundation requires you to report the amount of any interest or other



income generated by the grant funds, including currency conversion gains (collectively "Interest"). Any Interest must be used for the Project. At the end of the Grant Period, any remaining Interest must be applied to another of your Foundation-funded projects (current or under consideration).

**Anti-Terrorism.** You confirm that you are familiar with the U.S. Executive Orders and laws prohibiting the provision of resources and support to individuals and organizations associated with terrorism and the terrorist related lists promulgated by the U.S. Government. You will use reasonable efforts to ensure that you do not support or promote terrorist activity or related training, or money laundering.

**Anti-Bribery.** Grantee shall not offer or provide money, gifts or any other thing of value, directly or indirectly, to anyone in order to improperly influence any act or decision relating to the Project, including by assisting any party to secure an improper advantage. Training and information on anti-bribery act compliance requirements is available here: [www.learnfoundationlaw.org](http://www.learnfoundationlaw.org).

**Subgrants and Subcontracts.** You have the exclusive right to select subgrantees and subcontractors for the Project. The Foundation has not earmarked the use of the grant funds for any specific subgrantee or subcontractor. You, and not the Foundation, are responsible for ensuring that all subgrantees and subcontractors use grant funds consistent with this Grant Agreement and the Proposal. Neither you nor your subgrantees or subcontractors may make any statement or otherwise imply to donors, investors, media or the general public that the Foundation directly funds the activities of any subgrantee or subcontractor. Any agreements with subgrantees and subcontractors you engage to assist with the Project must include the following language: "Your organization has been selected to participate in this Project at our discretion. You may not make any statement or otherwise imply to donors, investors, media or the general public that you are a direct grantee of the Bill & Melinda Gates Foundation ("Foundation"). You may state that Green Dot Public Schools is the Foundation's grantee and that you are a subgrantee or subcontractor of Green Dot Public Schools for the Project."

**Payments and Reports.** This table shows the deliverables (including reports) and milestones for this grant. Where indicated, the Foundation's payment is contingent on satisfaction of the listed deliverable and/or milestone. The Foundation may authorize changes to the payment and reporting schedules from time to time where appropriate. The Foundation will confirm any such changes in writing.

<b>Payment Date</b>	<b>Payment Amount</b>	<b>Milestone or Deliverable</b>	<b>Due By</b>
November 2013	\$500,000	Receipt of Countersigned Grant Agreement	November 15, 2013
N/A	N/A	WA State Charter School Application Approval	February 28, 2014
August 2014	\$1,850,000	Progress Report for period Start Date to June 30, 2014	July 31, 2014
August 2015	\$1,850,000	Progress Report for the period July 1, 2014 to June 30, 2015	July 31, 2015
N/A	N/A	Final Report for the entire grant period Start Date to June 30, 2016	August 30, 2016
<b>AWARD TOTAL</b>	<b>\$4,200,000</b>		

**Milestones.** For a report to be satisfactory, you must demonstrate meaningful progress against the milestones contained in this Grant Agreement and the Proposal. Milestones may be added or modified during the Grant Period. The Foundation will confirm any agreed changes to the milestones in writing.

**Report Templates.** You are required to submit one or more reports regarding the expenditure of grant funds and your progress on the Project. The Foundation's report guidelines for this grant can be found at the following links:

- Progress Report:  
[http://www.gatesfoundation.org/grantseeker/Documents/USP\\_Progress\\_Report\\_Guidelines.pdf](http://www.gatesfoundation.org/grantseeker/Documents/USP_Progress_Report_Guidelines.pdf)
- Final Report:  
[http://www.gatesfoundation.org/grantseeker/Documents/USP\\_Final\\_Report\\_Guidelines.pdf](http://www.gatesfoundation.org/grantseeker/Documents/USP_Final_Report_Guidelines.pdf)

These templates and guidelines are subject to change. Please submit reports electronically to your Program Officer and Program Coordinator. The Foundation will send you an email with the contact information for these individuals. You also agree to submit other reports that the Foundation may reasonably request.

**Record Maintenance and Inspection.** The Foundation requires that you maintain adequate records for the Project to enable the Foundation to easily determine how the grant funds were expended. Your books and records must be made available for inspection by the Foundation or its designee at reasonable times to permit us to monitor and conduct an evaluation of operations under this grant.

**Compliance.** The Foundation has the right at its discretion to terminate or suspend the grant or withhold payment if (a) the Foundation is not reasonably satisfied with your progress on the Project; or (b) significant leadership or other changes occur that the Foundation believes may threaten the Project; or (c) you fail to comply with any term or condition of this Grant Agreement. On termination, if requested by the Foundation, you agree to promptly return to the Foundation any unspent and uncommitted grant funds (as of the date of termination) previously distributed to you by the Foundation for the Project.

**Evaluation.** The Foundation values research and evaluation of the projects it funds. You agree to inform the Foundation of any research or evaluation you conduct or commission regarding the Project and to provide to the Foundation a copy of any report or findings from the research or evaluation. The Foundation or its evaluation partner will notify you in writing of your inclusion in any research project undertaken by the Foundation. If you are selected to participate in Foundation-sponsored research or evaluation for the Project, you agree to (a) allow and facilitate the Foundation's evaluation partner to implement an evaluation plan; (b) identify an on-site evaluation coordinator who will serve as a contact; (c) facilitate the collection of data; and (d) permit the Foundation to disseminate the results of the research or evaluation. The Foundation's evaluation partner will provide appropriate privacy and other protections to participants.

**Data Collection and Release to Foundation.** From time to time, the Foundation may request you or an appropriate entity to: (i) participate in surveys; (ii) respond to requests for information; and (iii) provide certain data to the Foundation for additional research and evaluation during the Grant Period and for a period of five (5) years following the Grant Period. You agree to reasonably comply with such requests and that the Foundation may disseminate such data and research results. Unless otherwise specified in writing, the Foundation will only request data related to individuals that is de-identified or aggregated at a level where such data will not be considered "personally identifiable".

**Global Access.** You will conduct and manage the Project and the resulting products, services, processes, technologies, materials, software, data and/or other innovations (collectively, "Funded Developments") in a manner that ensures "Global Access." *Global Access* requires that (a) the knowledge and information gained from the Project be promptly and broadly disseminated and (b) the Funded Developments be made available and accessible at an affordable price (i) to people most in need within developing countries or (ii) in support of the U.S. educational system and public libraries, as applicable to your proposed Project. The Foundation is making this grant in reliance on the descriptions and answers provided to the Foundation in your Proposal and during the course of any pre-award and post-award due diligence. Your Global Access obligations will survive the Grant Period.

**Grant Announcements, Public Reports and Use of Foundation Name and Logo.** The Foundation will include information on this grant in our periodic public reports and may make grant information public at any time on its web page and as part of press releases, public reports, speeches, newsletters, and other public documents. If you wish to issue a press release or announcement regarding the award of this grant, you must obtain advance approval from the Foundation of the press release and the date of release. You also agree to obtain advance approval from the Foundation for any other use of the Foundation's name or logo. The Foundation requests an opportunity to review and comment on subsequent press releases or reports that are directly related to the grant. Please contact the Foundation at [Grantee.Comms@gatesfoundation.org](mailto:Grantee.Comms@gatesfoundation.org) at least two weeks before any press release, announcement or other publication date. Further information is available at:

[http://www.gatesfoundation.org/grantseeker/Documents/Guidelines\\_Communications\\_for\\_Grantees.doc](http://www.gatesfoundation.org/grantseeker/Documents/Guidelines_Communications_for_Grantees.doc).

**Counterparts; Original.** This Grant Agreement, including any amendments, may be executed in counterparts which, when taken together, will constitute one Grant Agreement. Copies of this Grant Agreement will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution, though the Foundation may require you, the grantee, to deliver original signed documents.

**Assignment.** This Grant Agreement or any of the rights or obligations under this Grant Agreement may not be assigned without the Foundation's prior written consent. An assignment includes (a) any transfer of the Project; (b) an assignment by operation of law, including a merger or consolidation, or (c) the sale or transfer of all or substantially all of your organization's assets.

**Entire Agreement, Severability and Amendment.** This Grant Agreement is our entire agreement and supersedes any prior oral or written agreements or communications between us regarding its subject matter. The provisions of this Grant Agreement are severable so that if any provision is found to be invalid, illegal, or unenforceable, such finding shall not affect the validity, construction, or enforceability of any remaining provision. This Grant Agreement may be amended only by a mutual written agreement of the parties.

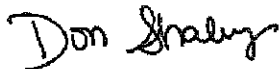
The Foundation's award of this grant does not guarantee that subsequent or additional grants will be made by the Foundation to support Green Dot Public Schools. Any requests for funding are subject to the Foundation's normal review and approval process.

November 10, 2013  
Page 5 of 5  
OPP1096252

Please sign and return this Grant Agreement to Alisa Stevens, Grants Coordinator. Please keep a copy for your records. If you have questions, please contact Brandon Mayfield, Grants Administrator at [Brandon.Mayfield@gatesfoundation.org](mailto:Brandon.Mayfield@gatesfoundation.org) or +1 (206) 770-1643.

On behalf of the Foundation, may I extend every good wish for the success of your work.

Sincerely,



Don Shalvey  
Deputy Director, College Ready

Green Dot Public Schools, by its authorized representative, agrees to the terms and conditions of this Grant Agreement.



\_\_\_\_\_  
Marco Petruzzi  
CEO

\_\_\_\_\_  
Date

11/18/2013

## Attachment #25 - Portfolio Summary Template

School Name	Year Opened	City	State	School Contact Information			
				Contact Name	Contact Title	Contact Email	Contact Phone
<b>Animo Leadership CHS</b>	2000-2001	Inglewood	CA	Alyce Prentice	Principal	aprentice@animo.org	(310) 216-3277
<b>Animo Inglewood CHS</b>	2002-2003	Inglewood	CA	Philip Parker	Principal	pparker@animo.org	(323) 565-2100
<b>Animo South LA CHS</b>	2004-2005	Los Angeles	CA	Taiala Carvalho	Principal	tcarvalho@animo.org	(323) 779-0544
<b>Animo Pat Brown CHS</b>	2006-2007	Los Angeles	CA	Josh Hartford	Principal	jhartford@animo.org	(323) 585-3312
<b>Animo Western CMS</b>	2011-2012	Los Angeles	CA	Antonio Garcia	Principal	antonio.garcia@animo.org	(323) 600-6000
<b>Animo Phillis Wheatley CMS</b>	2011-2012	Los Angeles	CA	Nat Pickering	Principal	npickering@animo.org	(323) 600-6099
<b>Oscar De La Hoya Animo CHS</b>	2003-2004	Los Angeles	CA	Cynthia Ybarra	Principal	cynthia.ybarra@animo.org	(323) 780-1259
<b>Animo Watts College Preparatory Academy</b>	2007-2008	Los Angeles	CA	James Marin	Principal	james.marin@animo.org	(323) 756-3930
<b>Alain Leroy Locke College Preparatory Academy</b>	2008-2009	Los Angeles	CA	Gordon Gibbings	Cluster Director	ggibbings@greendot.org	(323) 420-2067
<b>Animo Venice CHS</b>	2004-2005	Venice	CA	Andrea Steffan	Principal	andrea.steffan@animo.org	(310) 392-8751
<b>Animo Ralph Bunche CHS</b>	2006-2007	Los Angeles	CA	Xochitl Avellan	Principal	xavellan@animo.org	(323) 232-9436
<b>Animo Jackie Robinson CHS</b>	2006-2007	Los Angeles	CA	Kristin Botello	Principal	kbotello@animo.org	(323) 846-5800
<b>Animo College Preparatory Academy</b>	2011-2012	Los Angeles	CA	Ronnie Coleman	Principal	vcoleman@animo.org	(323) 568-4136
<b>Animo Jefferson CMS</b>	2010-2011	Los Angeles	CA	Sue Jean Foulkes	Principal	sfoulkes@animo.org	(323) 232-1857
<b>Animo Westside CMS</b>	2011-2012	Los Angeles	CA	Lemuel "Mack" Mossett	Principal	mmossett@animo.org	(323) 565-3251
<b>Animo Middle School #2</b>	2013-2014	Los Angeles	CA	Jacob Edwards	Principal	jacob.edwards@animo.org	(323) 568-8613

## Attachment #25 - Portfolio Summary Template

School Name	Authorizer Contact Information				
	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
<b>Animo Leadership CHS</b>	Lennox School District	Kent Taylor	Deputy Superintendent	kent_taylor@lennox.k12.ca.us	(213) 241-0399
<b>Animo Inglewood CHS</b>	Inglewood Unified School District	Dr. Donald Brann	State Trustee	N/A	(310) 419-2700
<b>Animo South LA CHS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Pat Brown CHS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Western CMS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Phillis Wheatley CMS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Oscar De La Hoya Animo CHS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Watts College Preparatory Academy</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Alain Leroy Locke College Preparatory Academy</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Venice CHS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Ralph Bunche CHS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Jackie Robinson CHS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo College Preparatory Academy</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Jefferson CMS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Westside CMS</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399
<b>Animo Middle School #2</b>	Los Angeles Unified School District	Leticia Vellanoweth	Senior Coordinator	le_icia.vellanoweth@lausd.net	(213) 241-0399

Academic Performance Data Template - Green Dot District, Green Dot Start Ups and Comparable Neighboring Schools

SUMMARY INFORMATION		Green Dot District			Start-Up High Schools			Comparable Neighboring High Schools <sup>(4)</sup>			Start-Up Middle Schools			Comparable Neighboring Middle Schools <sup>(5)</sup>		
School Name:		All Green Dot schools (Start-up & Conversions)			DLH, WAT, VEN, BUN, ROB						JMS, WMS, MS2					
School Location (City, State):		Multiple Cities in CA			Multiple Cities in CA						Los Angeles, CA					
Year Opened:		2000			2000						2010					
Current Grades Served:		6-12			9-12						6-8					
Current Enrollment:		10,271			5,460						1,066					
School Year		2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11
<b>Demographic &amp; Socio-Economic</b>																
School	% Students Low-Income:	92%	92%	96%	94%	95%	96%	73%	88%	84%	88%	94%	99%	75%	98%	100%
	% Students Limited English Proficient:	20%	24%	25%	17%	22%	23%	21%	21%	26%	22%	38%	45%	24%	29%	33%
	% Students with Disabilities:	11%	10%	9%	7%	7%	3%	12%	12%	21%	12%	9%	10%	14%	14%	14%
	% African American:	18%	20%	19%	10%	12%	12%	22%	22%	28%	11%	7%	2%	16%	16%	14%
	% Hispanic:	81%	79%	80%	89%	87%	87%	73%	74%	67%	85%	90%	90%	81%	82%	84%
	% Caucasian:	1%	0%	0%	1%	1%	0%	2%	2%	2%	2%	2%	0%	2%	2%	2%
% Other Race/Ethnicity:	0%	0%	1%	0%	0%	1%	4%	3%	11%	1%	1%	9%	2%	1%	1%	
<b>Criterion-Referenced Assessments<sup>(1)</sup></b>																
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST		
School	% Students Meeting or Exceeding Standards – Reading:	35%	32%	33%	42%	41%	40%	33%	30%	25%	40%	37%	24%	26%	27%	22%
	% Students Meeting or Exceeding Standards – Math:	25%	23%	20%	28%	27%	25%	12%	10%	8%	42%	44%	20%	28%	23%	20%
	% Students Exceeding Standards – Reading:	10%	10%	10%	12%	14%	12%	9%	9%	7%	10%	9%	5%	6%	7%	5%
	% Students Exceeding Standards – Math:	6%	6%	5%	6%	7%	6%	2%	2%	1%	11%	14%	5%	7%	6%	4%
<b>Norm-Referenced Assessments<sup>(2)</sup></b>																
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST		
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):		Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Equivalency			Normal Curve Equivalency		
Assessment Reference Group (National, State, District):		State			State			State			State			State		
School	Score – Reading: Average ELA CST Scale Score	324	321	326	338	337	335	327	321	314	335	330	318	316	315	311
	Score – Math: Average Math CST Scale Score	305	302	301	314	313	311	282	280	275	339	345	304	319	309	302
	Average Student Growth During Year:	53	52	56	55	56	59	n/a	n/a	n/a	54	55	45	n/a	n/a	n/a
	% Students Making at Least One Year of Gains During Year (2):	55%	54%	59%	59%	59%	63%	n/a	n/a	n/a	57%	58%	46%	n/a	n/a	n/a
<b>Other Performance Measures<sup>(3)</sup></b>																
School	(i.e. % students enrolled in one year who re-enroll in fall of next year)	91%	91%	91%	94%	93%	92%	n/a	n/a	n/a	94%	95%	84%	n/a	n/a	n/a
	Student Average Daily Attendance Rate:	93%	92%	93%	96%	96%	95%	n/a	n/a	n/a	96%	96%	98%	n/a	n/a	n/a
	Student 4-Year Cohort Graduation Rate:	n/a	80%	84%	n/a	86%	86%	n/a	73%	70%	n/a	n/a	n/a	n/a	n/a	n/a
	One Year Grade 9-12 Student Drop Out Rate:	5%	3%	4%	4%	3%	4%	n/a	6%	6%	n/a	n/a	n/a	n/a	n/a	n/a
	Student College Attendance Rate:	78%	76%	79%	84%	81%	83%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Teacher Retention Rate:	82%	84%	77%	82%	83%	78%	n/a	n/a	n/a	83%	84%	75%	n/a	n/a	n/a

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English language arts (ELA), mathematics science and history-social science. There is no composite score for the CSTs in the state of California.

(2) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.

(3) Student 4-Year Cohort Graduation Rate (GDR) reported for comparable neighboring schools, Los Angeles Unified, Inglewood Unified and Lennox Unified instead of 5-Year based on available data from the California Department of Education. Student 4-Year GDR reported for Green Dot District, Green Dot Start-Up High Schools and Green Dot Start-Up Middle schools to provide accurate comparison.

(4) Comparable neighboring high schools include Inglewood High School, Morningside High School, Leuzinger High School, Hawthorne High School, Lennox Mathematics Science & Technology, Thomas Jefferson Senior High School, Santee Education Complex School, Crenshaw Senior High School, George Washington Preparatory Academy, John C. Fremont Senior High School, Venice Senior High School and James A. Garfield Senior High School.

(5) Comparable neighboring middle schools include Gompers (Samuel) Middle School, George Washington Carver Middle School, William Jefferson Clinton Middle School and Mark Twain Middle School.



## Academic Performance Data Template - Los Angeles Unified, Inglewood Unified and Lennox Unified Districts

SUMMARY INFORMATION											
School Name:			Los Angeles Unified School District <sup>(4)</sup>			Inglewood Unified School District <sup>(4)</sup>			Lennox Unified School District <sup>(4)</sup>		
School Location (City, State):											
Year Opened:											
Current Grades Served:											
Current Enrollment:											
School Year	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11	2012-13	2011-12	2010-11		
<b>Demographic &amp; Socio-Economic</b>											
School	% Students Low-Income:	61%	83%	79%	90%	88%	87%	94%	88%	88%	
	% Students Limited English Proficient:	22%	26%	27%	25%	11%	29%	45%	53%	53%	
	% Students with Disabilities:	13%	12%	12%	9%	15%	14%	12%	12%	12%	
	% African American:	9%	9%	10%	36%	37%	37%	1%	1%	1%	
	% Hispanic:	74%	75%	75%	60%	61%	61%	96%	97%	97%	
	% Caucasian:	9%	9%	9%	0%	0%	0%	0%	0%	0%	
	% Other Race/Ethnicity:	8%	7%	6%	4%	2%	2%	3%	2%	2%	
<b>Criterion-Referenced Assessments<sup>(1)</sup></b>											
Assessment Name (Reading, Math):			CST			CST			CST		
School	% Students Meeting or Exceeding Standards – Reading:	45%	44%	39%	39%	37%	35%	50%	49%	44%	
	% Students Meeting or Exceeding Standards – Math:	26%	24%	22%	8%	9%	8%	31%	31%	27%	
	% Students Exceeding Standards – Reading:	17%	18%	15%	11%	13%	11%	14%	17%	12%	
	% Students Exceeding Standards – Math:	8%	7%	6%	2%	1%	1%	8%	8%	5%	
<b>Norm-Referenced Assessments<sup>(2)</sup></b>											
Assessment Name (Reading, Math):			CST			CST			CST		
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency		
Assessment Reference Group (National, State, District):			State			State			State		
School	Score – Reading: Average ELA CST Scale Score	342	341	335	334	331	330	351	349	345	
	Score – Math: Average Math CST Scale Score	303	308	297	275	276	278	336	332	321	
	Average Student Growth During Year:	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	% Students Making at Least One Year of Gains During Year (2):	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
<b>Other Performance Measures<sup>(3)</sup></b>											
School	(i.e. % students enrolled in one year who re-enroll in fall of next year)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Student Average Daily Attendance Rate:	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Student 4-Year Cohort Graduation Rate:	n/a	65%	62%	n/a	75%	77%	n/a	94%	98%	
	One Year Grade 9-12 Student Drop Out Rate:	n/a	6%	6%	n/a	4%	7%	n/a	2%	1%	
	Student College Attendance Rate:	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Teacher Retention Rate:	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.

(2) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English-language arts (ELA), mathematics, science and history-social science. There is no composite score for the CSTs in the state of California.

(3) Student 4-Year Cohort Graduation Rate (GDR) reported for comparable neighboring schools, Los Angeles Unified, Inglewood Unified and Lennox Unified instead of 5-Year based on available data from the California Department of Education. Student 4-Year GDR reported for Green Dot District, Green Dot Start-Up High Schools and Green Dot Start-Up Middle schools to provide accurate comparison.

(4) Demographic and socioeconomic data includes K-12 schools in Los Angeles Unified, Inglewood Unified and Lennox Unified. Criterion- and norm-referenced assessments includes 6-12 district schools.

Attachment #25 - Portfolio Summary Template

Academic Performance Data Template - Green Dot School Level Data

Instructions:

Provide the data requested in the table below for *ALL schools* currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed. Provide data from the most recent three school years for which data is available.

SUMMARY INFORMATION		LEA			ING			DLH			SLA			VEN		
School Name:		Animo Leadership CHS			Animo Inglewood CHS			Oscar De La Hoya Animo			Animo South LA CHS			Animo Venice CHS		
School Location (City, State):		Inglewood, CA			Inglewood, CA			Los Angeles, CA			Los Angeles, CA			Los Angeles, CA		
Year Opened:		2000-2001			2002-2003			2003-2004			2004-2005			2004-2005		
Current Grades Served:		9,10,11,12			9,10,11,12			9,10,11,12			9,10,11,12			9,10,11,12		
Current Enrollment:		620			627			618			636			601		
School Year		LEA 2012-13	LEA 2011-12	LEA 2010-11	ING 2012-13	ING 2011-12	ING 2010-11	DLH 2012-13	DLH 2011-12	DLH 2010-11	SLA 2012-13	SLA 2011-12	SLA 2010-11	VEN 2012-13	VEN 2011-12	VEN 2010-11
<b>Demographic &amp; Socio-Economic</b>																
<b>School</b>	% Students Low-Income:	94%	95%	95%	90%	89%	79%	93%	96%	89%	92%	83%	90%	84%	85%	83%
	% Students Limited English Proficient:	15%	20%	21%	14%	9%	10%	21%	22%	16%	11%	11%	9%	13%	12%	13%
	% Students with Disabilities:	5%	4%	3%	6%	5%	3%	6%	7%	6%	7%	6%	4%	9%	9%	9%
	% African American:	0%	1%	1%	17%	21%	23%	0%	0%	0%	38%	43%	42%	6%	6%	7%
	% Hispanic:	99%	98%	97%	83%	79%	76%	99%	99%	100%	62%	56%	58%	89%	89%	90%
	% Caucasian:	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	2%
	% Other Race/Ethnicity:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%
<b>Criterion-Referenced Assessments<sup>(1)</sup></b>																
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST		
<b>School</b>	% Students Meeting or Exceeding Standards – Reading:	53%	54%	56%	58%	53%	47%	43%	49%	40%	31%	33%	39%	50%	50%	52%
	% Students Meeting or Exceeding Standards – Math:	40%	34%	24%	43%	33%	20%	20%	35%	26%	10%	11%	19%	27%	28%	39%
	% Students Exceeding Standards – Reading:	19%	21%	20%	17%	20%	17%	15%	15%	11%	8%	9%	10%	17%	18%	18%
	% Students Exceeding Standards – Math:	10%	7%	7%	11%	15%	4%	3%	11%	7%	1%	1%	5%	3%	5%	10%
<b>Norm-Referenced Assessments<sup>(2)</sup></b>																
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST		
Assessment Data Type (Percentile Rank or Normal Curve Equivalent):		Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency		
Assessment Reference Group (National, State, District):		State			State			State			State			State		
<b>School</b>	Score – Reading: Average ELA CST Scale Score	352	352	353	355	350	351	342	344	337	327	328	337	350	351	347
	Score – Math: Average Math CST Scale Score	334	310	314	348	302	302	310	333	313	278	275	302	317	318	330
	Average Student Growth During Year	57	58	61	60	61	59	50	53	59	51	51	62	52	53	56
	Year:	60%	61%	66%	65%	67%	65%	52%	54%	63%	54%	54%	68%	54%	55%	59%
<b>Other Performance Measures</b>																
<b>School</b>	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	94%	93%	83%	93%	95%	87%	96%	96%	92%	95%	93%	89%	94%	95%	81%
	Student Average Daily Attendance Rate:	97%	97%	97%	96%	96%	95%	96%	97%	97%	97%	97%	97%	97%	97%	96%
	Student 5-Year Cohort Graduation Rate:	n/a	71%	66%	n/a	74%	72%	n/a	84%	87%	n/a	75%	70%	n/a	45%	48%
	One Year Grade 9-12 Student Drop Out Rate:	2%	1%	0%	3%	0%	1%	2%	0%	0%	9%	4%	3%	0%	3%	6%
	Student College Attendance Rate:	76%	88%	95%	83%	85%	95%	88%	88%	97%	78%	74%	80%	97%	89%	84%
	Teacher Retention Rate:	85%	65%	86%	93%	70%	72%	87%	79%	69%	92%	85%	72%	85%	89%	65%

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science and history–social science. There is no composite score for the CSTs in the state of California. currently use the SAT as a norm-referenced assessment and not the ACT. To measure the does not use the ACTThe California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science and history–social science. There is no composite score for the CSTs in the state of California.

Attachment #25 - Portfolio Summary Template

Academic Performance Data Template - Green Dot School Level Data

Instructions:

Provide the data requested in the table below for *ALL schools* currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed. Provide data from the most recent three school years for which data is available.

SUMMARY INFORMATION		BUN			ROB			BRW			WAT			ALL		
School Name:	Animo Ralph Bunche CHS	Animo Jackie Robinson CHS			Animo Pat Brown CHS			Animo Watts College Preparatory Academy			Alain LeRoy Locke College Preparatory Academy					
School Location (City, State):	Los Angeles, CA	Los Angeles, CA			Los Angeles, CA			Los Angeles, CA			Los Angeles, CA					
Year Opened:	2006-2007	2006-2007			2006-2007			2007-2008			2008-2009					
Current Grades Served:	9,10,11,12	9,10,11,12			9,10,11,12			9,10,11,12			9,10,11,12					
Current Enrollment:	620	585			610			544			1934					
School Year	BUN 2012-13	BUN 2011-12	BUN 2010-11	ROB 2012-13	ROB 2011-12	ROB 2010-11	BRW 2012-13	BRW 2011-12	BRW 2010-11	WAT 2012-13	WAT 2011-12	WAT 2010-11	ALL <sup>(3)</sup> 2012-13	ALL 2011-12	ALL 2010-11	
<b>Demographic &amp; Socio-Economic</b>																
<b>School</b>	% Students Low-Income:	99%	100%	93%	96%	97%	84%	99%	99%	98%	97%	92%	99%	96%	85%	94%
	% Students Limited English Proficient:	31%	38%	31%	32%	29%	21%	25%	30%	24%	25%	31%	25%	35%	35%	37%
	% Students with Disabilities:	8%	9%	9%	7%	8%	7%	8%	7%	8%	12%	11%	7%	12%	9%	10%
	% African American:	1%	1%	1%	3%	4%	7%	2%	4%	3%	25%	26%	28%	18%	20%	25%
	% Hispanic:	99%	98%	99%	96%	95%	93%	97%	96%	97%	75%	74%	72%	82%	80%	74%
	% Caucasian:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% Other Race/Ethnicity:	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Criterion-Referenced Assessments<sup>(1)</sup></b>																
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST		
<b>School</b>	% Students Meeting or Exceeding Standards – Reading:	27%	28%	23%	38%	38%	38%	48%	45%	46%	26%	23%	19%	28%	24%	20%
	% Students Meeting or Exceeding Standards – Math:	21%	19%	12%	29%	30%	40%	50%	43%	41%	11%	12%	6%	18%	22%	14%
	% Students Exceeding Standards – Reading:	7%	7%	5%	10%	14%	10%	14%	16%	15%	5%	4%	3%	10%	8%	7%
	% Students Exceeding Standards – Math:	4%	2%	2%	6%	6%	9%	15%	10%	12%	1%	2%	1%	6%	7%	4%
<b>Norm-Referenced Assessments<sup>(2)</sup></b>																
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST		
Assessment Data Type (Percentile Rank or Normal Curve Equivalency):		Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency		
Assessment Reference Group (National, State, District):		State			State			State			State			State		
<b>School</b>	Score – Reading: Average ELA CST Scale Score	321	317	314	333	337	334	343	343	344	317	313	311	306	304	308
	Score – Math: Average Math CST Scale Score	299	297	290	326	326	333	357	344	342	277	283	274	284	282	279
	Average Student Growth During Year	56	57	55	57	60	64	66	63	63	48	45	48	46	44	49
	Year:	59%	60%	58%	60%	66%	71%	73%	68%	69%	49%	44%	47%	45%	42%	49%
<b>Other Performance Measures</b>																
<b>School</b>	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	96%	95%	84%	96%	94%	93%	96%	92%	88%	90%	89%	82%	83%	89%	85%
	Student Average Daily Attendance Rate:	97%	97%	96%	97%	97%	97%	96%	96%	95%	92%	90%	89%	92%	95%	95%
	Student 5-Year Cohort Graduation Rate:	n/a	61%	54%	n/a	87%	78%	n/a	66%	68%	n/a	50%	39%	n/a	63%	55%
	One Year Grade 9-12 Student Drop Out Rate:	8%	3%	1%	3%	4%	3%	0%	0%	7%	9%	10%	19%	13%	11%	7%
	Student College Attendance Rate:	86%	65%	75%	85%	90%	60%	83%	85%	90%	85%	63%	74%	77%	88%	79%
	Teacher Retention Rate:	71%	78%	66%	85%	96%	82%	72%	89%	92%	65%	65%	81%	67%	81%	66%

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science and history–social science. There is no composite score for the CSTs in the state of California

(2) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science and history–social science. There is no composite score for the CSTs in the state of California

(3) 2012-2013 Student College Attendance Rate for Alain LeRoy Locke College Preparatory Academy excludes Academy A due to low reporting levels from the school.

Attachment #25 - Portfolio Summary Template

Academic Performance Data Template - Green Dot School Level Data

Instructions:

Provide the data requested in the table below for ALL schools currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed. Provide data from the most recent three school years for which data is available.

SUMMARY INFORMATION		JMS			WMS			CPA			WRN			PHI			MS2
School Name:	Animo Jefferson CMS	Animo Westside CMS			Animo College Preparatory Academy			Animo Western CMS			Animo Phi Illis Wheatley CHS			Animo Middle School #2			
School Location (City, State):	Los Angeles, CA	Los Angeles, CA			Los Angeles, CA			Los Angeles, CA			Los Angeles, CA			CA			
Year Opened:	2010-2011	2011-2012			2011-2012			2011-2012			2011-2012			2013-2014			
Current Grades Served:	6,7,8	6,7,8			6,7,8			6,7,8			6,7,8			6			
Current Enrollment:	551	352			447			621			611			163			
School Year	JMS 2012-13	JMS 2011-12	JMS 2010-11	WMS 2012-13	WMS 2011-12	WMS 2010-11	CPA 2012-13	CPA 2011-12	CPA 2010-11	WRN 2012-13	WRN <sup>(3)</sup> 2011-12	WRN 2010-11	PHI 2012-13	PHI <sup>(3)</sup> 2011-12	PHI 2010-11	MS2 <sup>(4)</sup> 2013-14	
<b>Demographic &amp; Socio-Economic</b>																	
School	% Students Low-Income:	98%	99%	98%	67%	78%	n/a	83%	41%	n/a	82%	61%	n/a	71%	33%	n/a	96%
	% Students Limited English Proficient:	39%	56%	1%	8%	1%	n/a	35%	24%	n/a	24%	18%	n/a	22%	14%	n/a	17%
	% Students with Disabilities:	11%	10%	10%	14%	4%	n/a	13%	10%	n/a	16%	14%	n/a	19%	16%	n/a	9%
	% African American:	1%	2%	2%	37%	33%	n/a	18%	19%	n/a	30%	38%	n/a	49%	53%	n/a	24%
	% Hispanic:	99%	98%	96%	50%	53%	n/a	82%	81%	n/a	68%	61%	n/a	50%	46%	n/a	75%
	% Caucasian:	0%	0%	0%	8%	11%	n/a	0%	0%	n/a	1%	0%	n/a	1%	0%	n/a	1%
	% Other Race/Ethnicity:	0%	0%	2%	4%	4%	n/a	0%	0%	n/a	1%	0%	n/a	1%	1%	n/a	0%
<b>Criterion-Referenced Assessments<sup>(1)</sup></b>																	
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST			CST
School	% Students Meeting or Exceeding Standards – Reading:	35%	31%	24%	52%	58%	n/a	18%	13%	n/a	34%	30%	n/a	24%	17%	n/a	n/a
	% Students Meeting or Exceeding Standards – Math:	38%	42%	20%	50%	53%	n/a	16%	12%	n/a	25%	25%	n/a	22%	16%	n/a	n/a
	% Students Exceeding Standards – Reading:	7%	5%	5%	16%	24%	n/a	4%	1%	n/a	11%	13%	n/a	4%	4%	n/a	n/a
	% Students Exceeding Standards – Math:	10%	14%	5%	14%	16%	n/a	3%	1%	n/a	6%	6%	n/a	3%	3%	n/a	n/a
<b>Norm-Referenced Assessments<sup>(2)</sup></b>																	
Assessment Name (Reading, Math):		CST			CST			CST			CST			CST			CST
Assessment Data Type (Percentile Rank or Normal Curve Equivalent):		Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Normal Curve Equivalency			Equivalency
Assessment Reference Group (National, State, District):		State			State			State			State			State			State
School	Score – Reading: Average ELA CST Scale Score	333	327	317	354	363	n/a	308	290	n/a	333	326	n/a	333	326	n/a	n/a
	Score – Math: Average Math CST Scale Score	336	344	307	350	366	n/a	310	300	n/a	320	312	n/a	320	312	n/a	n/a
	Average Student Growth During Year	55	55	45	53	55	n/a	53	48	n/a	53	49	n/a	51	47	n/a	n/a
	Year:	58%	57%	46%	54%	61%	n/a	53%	48%	n/a	55%	49%	n/a	53%	47%	n/a	n/a
<b>Other Performance Measures</b>																	
School	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	98%	96%	81%	88%	91%	n/a	83%	86%	n/a	94%	88%	n/a	91%	86%	n/a	n/a
	Student Average Daily Attendance Rate:	97%	96%	98%	96%	97%	n/a	91%	88%	n/a	96%	96%	n/a	96%	96%	n/a	98%
	Student 5-Year Cohort Graduation Rate:	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	One Year Grade 9-12 Student Drop Out Rate:	n/a	n/a	n/a	n/a	n/a	n/a	1%	4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student College Attendance Rate:	n/a	n/a	n/a	n/a	n/a	n/a	33%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Teacher Retention Rate:	82%	83%	75%	77%	86%	n/a	88%	91%	n/a	79%	75%	n/a	87%	77%	n/a	n/a

(1) The California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science and history–social science. There is no composite score for the CSTs in the state of California

currently use the SAT as a norm-referenced assessment and not the ACT. To measure the does not use the ACTThe California Standards Tests (CSTs) measure a students' progress towards achieving California's state-adopted academic content standards in English–language arts (ELA), mathematics, science and history–social science. There is no composite score for the CSTs in the state of California.

3) Due to issues with collecting free and reduced-price lunch forms at Animo Phi Illis Wheatley and Animo Western, % Students Low Income figure is significantly lower than the actual FRL student population at those schools in 2011-2012.

4) Animo Charter Middle School #2 opened in SY 2013-2014. SY 2013-2014 data has been provided (where available).