GreenWood

Educating the Whole Child

Contact Information:
Kathy Wood, Board Treasurer
1571 11th Street
Ogden, UT 84404
Phone: (801) 388-1056
kwood@ilovegreenwood.org
Required Information

All information presented in this application becomes part of the charter agreement as defined in Board Rule R277-481 and may be used for accountability purposes throughout the term of the charter contract.

<table>
<thead>
<tr>
<th>I. Charter School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of proposed charter school: GreenWood</td>
</tr>
<tr>
<td>2. Name of applicant: GreenWood</td>
</tr>
<tr>
<td>3. Authorized agent: Kathy Wood</td>
</tr>
<tr>
<td>4. Mailing address: Street, City, State, Zip  1920 W 250 N, Suite 17  Marriott-Slaterville, UT  84404</td>
</tr>
<tr>
<td>5. Phone number: 801-388-1056</td>
</tr>
<tr>
<td>6. Email address: <a href="mailto:kwood@ilovegreenwood.org">kwood@ilovegreenwood.org</a></td>
</tr>
<tr>
<td>7. District(s) where proposed charter school is located: Ogden City or Weber County</td>
</tr>
</tbody>
</table>

8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)

Submitted to ___Annette Hancock____ (person) who works at ____Ogden City School District on _____April 1, 2013________________ (date).

Submitted to _____Dr. Jeff Stephens ___ (person) who works at ____Weber County School District on ___March 31, 2013________________ (date).

9. Form of organization (check)
   ✓ Nonprofit Corporation
   □ Tribal entity
   □ Other

10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Type of Member (e.g. parent)</th>
<th>Position on Board (e.g. chair)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessie Kidd</td>
<td><a href="mailto:Jessie.kidd@davinciacademy.org">Jessie.kidd@davinciacademy.org</a></td>
<td>Voting</td>
<td>Chair</td>
</tr>
<tr>
<td>Kathy Wood</td>
<td><a href="mailto:kwood@ilovegreenwood.org">kwood@ilovegreenwood.org</a></td>
<td>Voting</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Summerhaze Lee</td>
<td><a href="mailto:Summerhazelee1@gmail.com">Summerhazelee1@gmail.com</a></td>
<td>Voting</td>
<td>Secretary</td>
</tr>
<tr>
<td>Kelly Lowrey</td>
<td><a href="mailto:lkl@usa.net">lkl@usa.net</a></td>
<td>Voting</td>
<td>Trustee</td>
</tr>
<tr>
<td>Stephanie Howerton</td>
<td><a href="mailto:stephfrogs@yahoo.com">stephfrogs@yahoo.com</a></td>
<td>Voting</td>
<td>Trustee</td>
</tr>
</tbody>
</table>
11. Year school will start: 2015
12. Number of instructional days: 180
13. Grades served: K-6
14. Hours of instruction: 1005
15. Projected Enrollment (Complete growth model through the appropriate operational years):
   Operational Year 1: Total: 530, Grades K-6: 530, Grades 7-8: ____, Grades 9-12: ____
   Operational Year 2: Total: 530, Grades K-6: 530, Grades 7-8: ____, Grades 9-12: ____
   Operational Year 3: Total: 530, Grades K-6: 530, Grades 7-8: ____, Grades 9-12: ____
   Operational Year 4: Total: 530, Grades K-6: 530, Grades 7-8: ____, Grades 9-12: ____
   Operational Year 5: Total: 530, Grades K-6: 530, Grades 7-8: ____, Grades 9-12: ____
   Ultimate enrollment: Total: 530, Grades K-6: 530, Grades 7-8: ____, Grades 9-12: ____

16. Target percentage of students with an Individualized Education Plan: 10%
17. Target percentage of students identified as minority: 30%
22. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged): 30%
21. Is this a conversion?
   □ Yes (include required signatures and proof of local board approval in Section 18)
   ✓ No
22. Does the charter school intend to participate in Utah Retirement System?
   □ Yes
   ✓ No

22. List persons whom you have designated as Founding Members of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application), children of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder’s child or employee child
   26 students eligible
   Kathy Wood                   Summerhaze Lee                Jessie Kidd                     Stephanie Howerton
   Kelly Lowrey                 Tina Wise                           Ben & Elly Fuertsch       Celeste Brinkerhoff
   Carey D Lloyd                Gina McInelly
II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

☒ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.

☒ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

☒ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.

☒ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

☒ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

☒ A copy of the charter will be supplied to interested individuals or groups on request.

☒ Secondary charter schools will be fully accredited no later than its second year of operation.

☒ The charter school will acquire and maintain nonprofit corporate status.

☒ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at $2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at $2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at $2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at $2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverages - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers’ Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer’s Bond.

☒ The charter school will maintain accurate student transcripts.

☒ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.

☒ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.

The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.

The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in Section II. Assurances above.

Name of Authorized Agent  
Kathy Wood

Signature of Authorized Agent  
Kathy Wood

Name of Charter School Board Chair (if different than Authorized Agent)  
JESSIE E. KIDD

Signature of Charter School Board Chair (if different than Authorized Agent)  
(Handwritten Signature)
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SECTION 1. SCHOOL PURPOSE AND GOALS

A. Executive Summary

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

Our vision is that every GreenWood student will gain an understanding and appreciation for all aspects of their life. To accomplish our vision GreenWood will model its services after six core HEALTH values:

Healthy habits
Environmental stewardship
Achievement
Leadership
Thinking creatively
Honoring diversity

GreenWood will integrate these core values into the daily curriculum and learning expeditions in the following ways:

Healthy habits. At GreenWood we are interested in getting kids back to being kids. Our objective is to get the kids outside and back in touch with nature by giving them the opportunities to play and exercise and the knowledge to make positive choices that will keep their bodies healthy. Instead of sitting behind desks for an entire school day, our students will be able to move and be active within the classroom.

GreenWood will promote the “Prescription for Health” model that was created by a local pediatrician, Dr. Carey D. Lloyd, MD. GreenWood will use this model as a guide to help students learn the importance of choosing a healthy lifestyle. GreenWood will provide opportunities throughout the school day for students to meet these goals. We will also use this model as an assessment tool.

Environmental stewardship. Students at GreenWood will learn various ways in which to care for the environment such as recycling and the use of solar power. Through partnerships with local environmental education providers, GreenWood will provide opportunities for teachers, students, and the community to get involved in being stewards of the earth. As described in more detail below, GreenWood’s building will serve as a teaching tool as well as its outdoor classrooms and green school yard.
Achievement. Academic achievement is vital for the success of the students as well as the school; therefore we will use the Expeditionary Learning (EL) model which research has shown helps improve student test scores. Our group settings within the classroom will provide opportunities for students to actively participate and listen to each other and we will teach them how to give constructive feedback. Although academic achievement is our priority, we will also strive to help our students achieve personal goals in all areas of their lives.

Leadership. At GreenWood we will inspire our students to be effective leaders through cooperation and collaboration with others. Our students will be taught the importance of both being a leader and the importance and satisfaction of being a contributing member of a group. Students will be guided by their teacher but they will also be encouraged to use their independence and also work together as a team. Teaching students these skills will boost confidence and leadership abilities.

Thinking creatively. We want our students to be more than just passive learners so we will inspire our students to think through situations to find creative and innovative solutions. Working in groups will be one way in which students can collaborate and share their individual talents to create positive outcomes.

Honoring diversity. GreenWood will educate students about appreciating differences in each other and how these unique differences make everyone an important part of our community. Our students will be taught to be respectful, courteous, and compassionate towards themselves and others. We will teach students about the positive power of words and actions and how it affects their environment around them.

GreenWood will serve grades Kindergarten through Six. We will have approximately three classes of 25 students for grade levels 1-6 and 4 classes of approximately 20 students for kindergarten, for a total school capacity of 530 students.

Teachers at GreenWood will utilize the Expeditionary Learning model as a tool for teaching students in their classroom. This model provides students with an environment where they can be active participants in the classroom by using a hands-on and collaborative framework for learning.

GreenWood teachers will be fully trained by Expeditionary Learning professionals in order to provide the most up-to-date teaching methods to our students. Teachers will serve as role models to our students by actively participating in the exercise and environmental programs. Our school will create a culture that embraces our mission and values and works hard to support them.

It is our intent at GreenWood to educate our students about the importance of their physical, mental, social, and emotional well-being so as they step out into the world, their experience grows deeper, connections are made and become more meaningful.

Children born today may be the first generation at risk of having a shorter lifespan than their parents. Sedentary lifestyle and physical inactivity have contributed greatly to the numerous health problems plaguing today’s children. Chronic conditions such as childhood obesity, asthma, attention-
SECTION 1. SCHOOL PURPOSE AND GOALS

deficit disorder, and vitamin D deficiency have all increased over the past few decades. Outdoor activity in the natural environment has taken a backseat to television, video games, computers, and a demanding schoolwork and extracurricular schedule.

According to the Centers for Disease Control and Prevention (CDC), approximately 17% of US children ages 2-19 are obese. Diabesity (diabetes + obesity) has also become a significant health concern within the US, affecting children regardless of age, race, or income level. Both of these diseases have reached epidemic levels within the US and have placed a huge burden not only on the healthcare system, but also on the individual, their family and their communities.

A study by the Utah Department of Health selected 4,477 first, third, and fifth grade students from 69 randomly selected Utah elementary schools. They measured and weighed the students to assess the extent of childhood obesity. The study had been conducted every two years since 2006 and the results in 2012 showed that 20.8% of students were at an unhealthy weight. Their results are listed in each figure below:

![Obese or Overweight Students](image1)

![Obese Adolescents by Local Health District](image2)

More boys were overweight than girls as indicated in figure 1. The prevalence of obesity for both boys and girls increased significantly between first and third grades. Figure 2 shows the percentage of obese adolescents for grades 8, 10, and 12. Weber-Morgan County shows the second highest percentage of obese adolescents behind Tooele.

The prevalence and seriousness of childhood obesity has prompted calls for broad public health solutions that reach beyond clinic settings. Schools are ideal settings for population-based interventions to address obesity. A 2008 study published by the Journal of Pediatrics found that school-based interventions can be successful in reducing childhood obesity. Our goal at GreenWood is to be that school that teaches our students at a younger age how to make healthy choices so they can take that knowledge with them as they grow into adolescents and adults.

Through healthy eating and consistent exercise one can reverse diabesity and such lifestyle choices are even supported by the First Lady, Michele Obama. In fact, Mrs. Obama is bringing the issue of childhood obesity to the forefront with her Let’s Move initiative. In line with Ms. Obama’s initiative,
GreenWood’s goal is to teach its students how to make healthy choices, to provide them with daily exercise and healthy menu options. GreenWood is proud to be a leader in incorporating healthy lifestyle choices into its curriculum and not only will our students benefit, but so too will their families and community.

We love charter schools. Utah's charter school law provides families the unique opportunity of working together to develop innovative schools that will better meet the needs of our students and communities through a family-centered approach. Inspired by schools successfully implementing student wellness and environmental programs, our founding families came together to discuss how we could create a school where greater student academic gains would be achieved if we were to focus on the holistic development of our students. Could a school that focused on the health and wellness of its students see greater academic achievement? YES!

Unlike any school in our area, we created GreenWood to be a school focused on the holistic education of our students: health and wellness, community and environmental connectedness, and student-engaged learning. Our school will be a bastion of student support as we work hand-in-hand with our families and our community to provide a truly authentic learning experience for each of our students.

Together, we have formed a Founding Board, which consists of mothers, a father, and a grandmother. Our board was strategically developed to include professional capacity to support our schools fiscal and academic growth, including an accountant, an attorney, a pediatrician, health professionals, an entrepreneur, and a charter school director. Together, we hold ongoing meetings to continue to grow our idea into a well-developed charter school for our own children, our grandchildren, our students, our patients, our families....our community! Together, the idea of GreenWood has grown into this 238 page charter, positioning our school to be a highly successful and uniquely innovative community charter school.

We believe that children are valuable members of our community and therefore, deserve a high quality education that allows them to improve their mind, body, and spirit. GreenWood will be the first school in Utah to promote a holistic education which focuses on both health and environment. Below are some of the leading edge educational programs that GreenWood will provide. We expect to become a model for future education using the following:

- Expeditionary Learning Model – GreenWood will use the Expeditionary Learning Model. There are a few expeditionary learning schools in the surrounding areas (Venture, Promontory, and Voyage) which have proven to be in demand based on the current waiting lists. Nationally these schools are out-performing other school programs.
- Recycling program – currently in our area several schools are using styrofoam lunch trays and thousands are being thrown away on a daily basis and filling the landfill. We will empower our students to create a recycling program for our school for paper and other recyclable products.
- Learning Garden – we want our students to understand where their food comes from and the importance of eating healthy organic foods. We will implement a garden-to-table
program where the students will have first-hand experience in the planting, growing, and harvesting their own vegetables, fruits, and herbs.

- **Green School Yard** – we feel it is important for children to explore and play in a natural environment and that is why we will have a playground that is inspired by nature. We will also have outdoor classroom stations where students can learn hands on about science, math, engineering, and other curriculum.

- **Daily Intention Program** – students achieve at higher rates when they learn to calm their mind and focus. A working definition for intention is: “to have in mind a purpose or plan, to direct the mind, to aim.” Each day, students will start their day gathered together in groups to set their intentions for the day. This approach uses physical, mental, and social activities such as yoga, labyrinth, drumming, breathing and stretching exercises, ropes course, and other activities to bring students together to work on common goals.

- **Healthy Menu Options** – GreenWood’s lunch room will be an extension of the classroom as students learn about choosing healthy foods to fuel their body. GreenWood will work with local farmers to bring in as much local and organic, non-GMO foods as possible.

- **Community Education** – we understand that it takes a village to raise a child and that is why we feel that it is important to educate the families of our students and also the community whose tax dollars are supporting the school. We will conduct quarterly Community Education nights to help raise awareness in our community about health and environment, and support our parents as they support our school goals at home.

- **Fit Kids Program** – it is well known that exercise improves alertness, comprehension, and overall health. That is why our students will participate in the Fit Kids program which uses active play as a fun way to exercise. According to the CDC, physical activity can help youth improve their concentration, memory, and test scores.

B. Mission Specific Goals

<table>
<thead>
<tr>
<th>Indicator – Upholding mission and purpose</th>
<th>Measure</th>
<th>Metric</th>
<th>Board Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Prescription for Health Model</td>
<td>Percentage of students in grades K-6 participating in the Prescription for Health Model</td>
<td>90% of students participating and meeting at least 3 of 5 steps.</td>
<td></td>
</tr>
<tr>
<td>Utah Core Curriculum State Standards (CCSS)</td>
<td>Percent of students meeting grade-specific standards in math and reading as documented by planned observational assessment and portfolio work samples</td>
<td>80% of children will meet each individual Core Curriculum State Standard</td>
<td></td>
</tr>
<tr>
<td>Service Learning Capstone</td>
<td>Presentation, portfolio, and documented service hours completed outside of school</td>
<td>100% of all 6th grade students will complete GreenWood’s service learning capstone</td>
<td></td>
</tr>
<tr>
<td>Parental participation</td>
<td>Percentage of families participating in school programs</td>
<td>50% of families participating</td>
<td></td>
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</tbody>
</table>
C. Purpose
The purpose of GreenWood is to provide students a holistic education in which they learn the importance of health and environmental awareness. At GreenWood we are able to provide opportunities for students to engage in relevant real life situations that help them acquire the natural, practical and theoretical skills for a truly successful future by:

1. Continue to improve student learning:

Multi-grade classrooms coupled with the utilization of classroom crews, healthy students, and dedicated teachers will be the foundation for improving student learning. In reviewing 57 Canadian and American studies, it was found that in 91 percent of the studies, students in multi-grade classrooms performed as well as or better than students in single-grade classrooms academically. Their greatest gains tended to be in language and reading. At GreenWood we will strive to exceed the state minimum standards in all areas of core curriculum as well as health and environment learning standards. Our goal is to make learning enjoyable for the students by empowering them to be involved in their learning through the hands-on and experiential learning methodologies of Expeditionary Learning. Teachers will be trained to encourage and empower students to excel, thus, building self-esteem and instilling the desire for all GreenWood students to learn and succeed.

Individual assessment plans will help us to determine where each child stands academically, thus allowing us to help that individual student achieve goals that are unique to his/her situation.

Instead of sitting in a traditional classroom each day, our multi-grade classes will have student-centered schedules, broken into projects that engage students, challenge their thinking and teach them critical problem-solving skills. Students will work in and out of the classroom to provide students meaningful learning opportunities that promote teamwork and challenge students to go beyond their physical and mental limits.

Using the Expeditionary Learning model as a teaching tool, we will strive to create a multi-sensory and physically active learning environment that allows each student the opportunity to learn in a way that appropriately fits his/her learning style. Additionally, GreenWood’s classrooms will become a platform where students learn successful study strategies, practice assertive learning skills, and apply self-monitoring techniques.

Student's motivation to work in elementary school is dependent on the extent to which their basic psychological needs are met. Cooperative learning increases student motivation by providing peer support. As part of a learning crew, students can achieve success by working well with others. Students are also encouraged to learn material in-depth, and to think creatively.

Learning in crews helps students feel successful at every academic level. In learning crews, all students have roles to make contributions to the group and experience success. Communication skills are developed as students increase their understanding of ideas by explaining them to others.
Crew learning has also been shown to improve relationships among students from different ethnic backgrounds. "Cooperative learning methods embody the requirements of cooperative, equal status interaction between students of different ethnic backgrounds." For older students, teaching has traditionally stressed competition and individual learning. When students are given cooperative tasks, however, learning is assessed individually, and rewards are given on the basis of the group's performance. When children are taught the skills needed for group participation when they first enter a structured setting, the foundation is laid for later school success.

2. Encourage the use of different and innovative teaching methods:

Teachers encourage student directed learning through real life exploration methods. Students make connections between real-life situations and learn personal responsibility as they participate in learning opportunities. Students participate in “outdoor classroom” experiences including, nature walks, ropes course, learning garden, teambuilding activities, outdoor class periods, and Outward Bound expeditions.

GreenWood believes that we learn better through experience; therefore, we intend to use experiential learning whenever possible and appropriate. It is the responsibility of the teacher to teach the whole child. Teachers should be open to learning new and improved methods of teaching and are encouraged to share their techniques with other teachers in staff meetings. Furthermore, teachers will be expected to integrate wellness and environmental learning into their lesson plans. The School Director will be responsible for modeling effective teaching methods to the teachers.

Teachers also encourage student directed learning through real life exploration methods. Students make connections between real-life situations and learn personal responsibility as they participate in learning opportunities.

Teachers use project based lesson plans when possible and they take advantage of current educational technologies. All lesson plans used in GreenWood classrooms incorporate gross motor activities. Teachers may use direct instruction when at least fifty percent of the planned activity time allows children to be able to move or stretch while they learn. Innovative teaching techniques are encouraged when they parallel the core HEALTH values and mission of the school.

One example is our Learning Garden. The Garden takes the basic course work being taught in the classroom and expounds upon it. For example, students reinforce their math lessons by using the seeds of vegetables they grew themselves they practice counting, sorting, multiplying, dividing and estimating. They reinforce their writing skills by keeping weekly garden journals. They learn about the scientific method in class, and then put it to use in a garden exercise that introduces them to the concept of a food chain. Basic education provides many of the themes for activities that take place in the garden.
Whether we are studying science, language or math in the garden, nutrition themes are always woven into our program. When students grow fruits and vegetables themselves, they are much more likely to enjoy eating them. They begin the school year by harvesting the autumn crop (planted earlier, in spring) and using the crops in lessons. Then they plant their winter crop. They nurture the garden throughout the school year until it’s time to harvest in spring. Students gain an appreciation for where their food comes from; and students come to understand that they need proper nutrition and care themselves, just as their plants do. And when they feast upon the food they grew, they also learn that they actually do like fruits and vegetables.

Environmental studies is another subject that is woven into our program. For example, lesson plans that cover the strategies for reducing pollution and its sources are implemented to help foster an environmental awareness at an early age. Students also learn about biological evolution and the complex relationships between species in natural systems like food chains and watersheds. In other activities, they build compost piles, observing and comparing the rate of decomposition for various materials. They raise butterflies, ladybugs and other insects. They learn about insects, and which ones are beneficial to the garden. These and other activities teach them to observe as scientists, while learning about humanity’s relationship to the earth.

Our Learning Garden addresses all subject matter. Yet every time they visit the garden, students are also absorbing lessons that we aren’t formally teaching them. For example, they learn about life cycles. They learn about recycling. They learn to observe. They learn where wholesome food comes from. They learn about teamwork. They learn about problem solving. They learn that hard work pays off, and that they have the power to create something big and wonderful. They learn that there is a balance in nature; that all living things are interdependent and that they have a responsibility to the environment. They learn these things and much more.

4. Increase choice of learning opportunities for students:

GreenWood will bring in the latest and most effective methods of holistic education to the students. This type of education will give students the leading edge over other students for future employability. The diagram to the right from the National Environmental Education Foundation provides an illustration of the projected job growth for green science, technology, math, and engineering. Incorporating environmental education into the curriculum at an earlier age may give students the opportunity to become more marketable as our future leaders in the workforce.

GreenWood provides expanded learning opportunities for students through the following educational programs:

- **Arts** program includes instruction in dance, drumming, music, and movement.
- **Environmental Impact** program empowers students to make choices that protect and replenish our environment.
SECTION 1. SCHOOL PURPOSE AND GOALS

- Healthy Lifestyles program teaches students to make appropriate food and exercise choices.
- Personal Development program encompasses various experiential games, group and individual activities, and on-site ropes course. The program is designed to provide insights and tools for students to embrace self-esteem, teamwork, and improve communication skills.
SECTION 2. STUDENT POPULATION

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Target Population

Health and environmental wellness affects all people regardless of race, color, class, status, religion, etc., therefore, we will target families within a five-mile radius from the school. We believe that GreenWood will become the primary choice for parents in our target radius because of GreenWood’s commitment to a holistic education, community connectedness, and family-centered health and wellness programs. GreenWood set up an informational booth at the North Ogden Cherry Days celebration. The community support was overwhelming and we gathered information from over fifty (50) families who were excited about the school and were interested in their children attending.

Parents who understand the importance of a well-balanced child will find GreenWood a desirable alternative to what is currently available to them in the Ogden community. Parents who are proactively searching for ways in which their children can be actively engaged in their own health and education will be pleased with GreenWood’s HEALTH core values and education plan which includes the following:

- Strong academic curriculum
- Daily Intention Program
- 1 hour of daily exercise
- Holistic education throughout the curriculum
- Stress management education and activities
- Hands-on/Experiential Learning
- Environmental education and appreciation

GreenWood will provide a meaningful educational experience to grades K-6. We will have three classrooms grades 1-6 with approximately 25 students in each classroom. Kindergarten will have four classes with approximately 20 students in each class. Our total school enrollment cap will be 530 students as outlined below:

<table>
<thead>
<tr>
<th>Number of Students Served Per Grade Level</th>
<th>Total School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>530</td>
</tr>
<tr>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>530</td>
</tr>
<tr>
<td>80 75 75 75 75 75 75</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>530</td>
</tr>
<tr>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>530</td>
</tr>
<tr>
<td>80 75 75 75 75 75 75</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>530</td>
</tr>
<tr>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>530</td>
</tr>
<tr>
<td>80 75 75 75 75 75 75</td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>530</td>
</tr>
<tr>
<td>80 75 75 75 75 75 75 0 0 0 0 0</td>
<td></td>
</tr>
</tbody>
</table>
B. Special Populations

We will have various services to accommodate special populations of students and we are committed to creating additional services as the need arises.

**Economically Disadvantaged**
GreenWood will participate in the Federal School Lunch Program and National Breakfast Program. Free and reduced price meals will be offered to qualifying students which in turn will reduce the financial burdens of some families.

It will be our goals to provide foods such as organic whole grains, organic vegetables, and organic fruits, lean proteins, while eliminating chemical food colorings, preservatives, refined sugars, hydrogenated oils, high fructose corn syrup, gluten, aspartame, and other harmful and unnatural ingredients. The school lunch program also provides student and family education regarding nutrition and basic exercise. Our school breakfast and lunch program will ensure that every child, including those that are economically disadvantaged, will have access to at least two nutritious meal a day. And, even just one nutritious meal a day can have a positive short and long-term impact on the health of a child and their family.  

A study by Gregory Katz and sponsored by American Federation of Teachers, American Institute of Architects, American Lung Association, Federation of American Scientists, and US Green Building Council suggests that lower income and minority children disproportionately suffer from poor indoor air quality and related problems in conventional schools. Children in low income families are more likely to have respiratory problems such as asthma and allergies that lead to increased absenteeism and diminished learning and test scores. This increase in respiratory problems results in large part from exposure to polluted and unhealthy air in homes and in schools. While wealthy families can move their children into better designed and healthier schools, less affluent families are less likely to have that luxury. GreenWood will build a green school building, thus creating an environment that improves the health and educational settings for all students, regardless of income or background.

Additionally, GreenWood will propose a common dress code policy to promote a sense of community within the student body and to reduce the financial strain to families caused by fashion trends.

**At-Risk Youth**
At-risk students are those students who have been labeled, either officially or unofficially, as being in danger of academic failure. Some students at risk are those with special educational needs. For example, they may have learning disabilities or emotional and behavioral problems that interfere with their learning and achievement. Others may be students whose cultural backgrounds don’t mesh easily with the dominant culture at school. Still others may be students from home environments in which academic success is neither supported nor encouraged.

GreenWood believes that if students have a strong foundation built on self-esteem, a sense of acceptance and community, and academic success then their chance of becoming an at-risk youth
is significantly reduced. GreenWood will incorporate several programs to help establish this foundation for every one of its students.

Our group empowerment drumming program uses protocols, such as the evidenced based HealthRHYTHMS®, that will be facilitated by a trained facilitator. Drumming promotes community, teamwork, expression, mental relaxation, and decreases cortisol levels in the blood.13 Students who participate in drumming are able to use the drum as a tool to express themselves freely; thus, building self-esteem and feeling a greater sense of acceptance and respect for self and others.

In addition to the group empowerment drumming program, daily meditation, exercise and healthy choices are designed to strengthen youth’s minds, relieve stress, build their ability to make better choices, and allow them to better focus on academics throughout the school day.

Our staff will always work within their scope and use evidenced based approaches in order to provide the best opportunities for these students to learn and grow. Other programs of focus will be:

- Conflict resolution through individual and group work
- Teambuilding through activities such as on-site ropes course

**Limited English Proficient Students**
GreenWood will identify ELL students through a home language survey. GreenWood encourages multi-lingual skills in both students and teachers. Preference is given to job applicants who speak Spanish or ASL fluently along with English. School signs, the school website, and school notices are prepared in English and Spanish. The school library will be filled with books in Spanish and English. Spanish, English and ASL are used and taught at GreenWood. Interpreters will be provided at charter school board meetings upon request. GreenWood utilizes one-on-one tutoring, a parent volunteer program, a peer assistance program, licensed reading specialists, and/or classroom teacher aides to offer individualized assistance to students with the greatest needs.

**Accelerated Learners**
GreenWood recognizes that some students are highly motivated or learn at accelerated rates. GreenWood will work with these students to ensure that they have opportunities to advance their learning and growing in ways that help them achieve their highest potential. Our Leader program will allow these students to be leaders in their class rooms and assist other children who may not be as advanced academically. The Leader program teaches leadership, teamwork, and builds confidence. The teacher will be responsible to recognize what area the student enjoys and embraces and will work with the program coordinator to give that student the opportunities he/she needs to grow and expand in their role as a Leader.
SECTION 2. STUDENT POPULATION

In addition to the Leader program, GreenWood staff will also employ the following strategies to academically advanced students:

- **Create independent project opportunities** for students who often have extra time on their hands because they finish their work quickly and accurately. This time can be utilized by helping the student develop their creativity and allowing them to explore special areas of interest related to the topic being covered.
- **Mentoring** him/her by a staff member in an area that is interesting to the student. Also allowing the accelerated student to be a mentor to other students in the class. This teaches leadership, teamwork, and builds confidence.
- **Learning Centers** will be available for students to work at their own speed.

C. Admission Procedures / Lottery Policy

GreenWood has established the following specific lottery procedures:

When recruiting students, GreenWood will recruit from all segments of the community. GreenWood will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, sex, sexual orientation, or disabilities; however, GreenWood may target additional recruitment efforts toward our target market that surrounds the new school.

Although we do not anticipate that we will have a high percentage of students moving out of the school, we will have a rolling enrollment process, where if we lose a student, we will take the student who is at the top of the waiting list for that grade.

Preferential Enrollment

1. First preferential enrollment for any grade is given to children of the school's **founders** (as defined in the Lottery Policy). A list of the founders can be found in the application.
2. Secondary preferential enrollment is given children of **teachers** (as defined in the Lottery Policy).
3. Third preferential enrollment will be given to **siblings** of students already admitted to or attending GreenWood.
4. Fourth preferential enrollment is given children of **employees** (as defined in the Lottery Policy).

So long as the combined number of students from these four preferences does not exceed five percent (5%) of the total student population.

Open Enrollment

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades and will be exempt from the lottery process. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date of February 15, the total number of applicants exceeds the
number of spaces available at the school. The open enrollment period is January 1 through February 15.

**Lottery Selection**
A lottery is a random selection process by which GreenWood admits applicants into the school. GreenWood will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. The names of prospective students shall remain confidential.

Although students who have preferential enrollment are exempt, by law, from participation in the lottery process, they will be placed into the lottery in the same manner as other students. Should there be a student from the preferential group that did not get picked by the lottery, they will take one of the allowable five percent slots that are predetermined by the number of slots available times five percent. If the five percent slots are full, then the student will be put back into the lottery pool.

Student numbers will be selected using bingo balls with a matched list of students to specific numbers (multiple birth students will have the same number). Students will then be admitted to the school in the order created by the lottery process until all openings for each grade level are filled. Remaining student names are added to the waiting list, preserving the order created by the lottery process.

When a student is admitted to the school through the lottery process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. The annual lottery will be held on-site on the 4th Wednesday of February. GreenWood will notify applicants of the lottery results within 2 weeks. Students placed on the waiting list will be given the opportunity to attend the school if spots become available during the school year. Families will be notified and students have 7 days to accept the opening.

Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list via the lottery process. In enrollment years subsequent to the first, GreenWood will continue to grant preferential enrollment and may add or modify preferences as allowed by state law and will occur only through an amendment process where both governing board and chartering entity agree.

The Governing Board will establish, and update as needed, policies and procedures for admittance and registration in accordance with current state laws, including provisions for an open admission, lottery, and preferential enrollment. The school will ensure that notice of admission policies, procedures, and timeframes for the admission process is provided to the public through a variety of means.
D. Student Attendance and Enrollment

GreenWood strives to provide an excellent education to all students and inspire them to be involved in the learning process. GreenWood understands how important students’ families are in their education so it is vital to our survival that we communicate effectively with families, get their input, and do our best to meet their needs.

We are confident that we can meet, if not exceed the median rates for charter schools in the four measures below (Student attendance, within year enrollment rate, year-to-year enrollment rate, and continuous reenrollment rate). The 2012 median rates for Ogden Charter Schools (Maria Montessori, Ogden Prepatory, and Venture Academy) are 95% for within year rate enrollment and 81% for year-to-year reenrollment. Current attendance rates in the Ogden area are sluggish. In 2012, only 4% of elementary Ogden students had 100% attendance and only 74% of Ogden students had 90% attendance or higher.

Our board goals below reflect our commitment to reducing chronic absenteeism by having students who are engaged and who look forward to coming to school and participating. Another inherent benefit to our holistic education is the fact that healthier kids result in less sick days. Additionally, with the unique programs that we offer, we anticipate parents will quickly become committed to the school and the education provided to their children, resulting in minimal student withdrawals.

GreenWood will track students’ absences individually. Although we do not anticipate having a problem with attendance we are aware that there may be circumstances that cause a student to be truant or have excessive excused absences. We will handle these situations on a case-by-case basis and through communication with the student, teachers, parents, and counselors; we will do everything we can to make sure all needs are being met for that student and their family. GreenWood is keenly aware of the importance of having students in school and actively participating.

<table>
<thead>
<tr>
<th>Indicator - Student attendance and reenrollment</th>
<th>Metric</th>
<th>Board Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate</td>
<td>Percentage of students attending target number of days (163 school days)</td>
<td>90%</td>
</tr>
<tr>
<td>Within year enrollment rate</td>
<td>Percentage of students continuously enrolled throughout the year</td>
<td>96%</td>
</tr>
<tr>
<td>Year-to-year reenrollment rate</td>
<td>Percentage of students re-enrolled from one year to the next</td>
<td>86%</td>
</tr>
<tr>
<td>Continuous reenrollment rate</td>
<td>Percentage of students continuously enrolled for all available years</td>
<td>80%</td>
</tr>
</tbody>
</table>
The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Calendar

GreenWood plans to open its doors in the fall of 2015 and will align with Ogden City School District’s traditional schedule allowing for some flexibility to accommodate the EL model that will be implemented at the school.

GreenWood has chosen a traditional school year divided into terms. The school year will begin approximately the last week in August and will end the first week in June. GreenWood meets the 180 day requirement and the 990 hours of instructional time. The calendar will be approved annually by the Board and Director prior to July 1, and will meet all state requirements as found in Utah Code R277-419.
B. Bell Schedule

The school day begins at 8:30 am and ends at 3:30pm. Students who are eating breakfast at the school may arrive at 8:10. All doors, except the front office doors, lock at 8:40 and students who are tardy must be checked in at the office by a parent. Students in first through second grade have lunch from 11:30 am until 12:00 pm. Third and Fourth grades have lunch from 11:45 until 12:15. Fifth and sixth grade students have lunch from 12:00 pm until 12:30 pm.

Sample Schedule for 3rd Grade
8:30am -8:50am Structured Daily Intention Program (Health Ed)
8:50am -9:55am Language Arts (Reading, CK)
9:55am -10:35am Math Concepts/Problem Solving
10:35m -10:50am Recess
10:55am -11:45am Math Concepts/Problem Solving continued
11:45am -12:15pm Lunch & Recess
12:20pm -12:45pm Language Arts (English, Writers Workshop)
12:50pm -1:30pm Special Rotation (Health/Art/Computer/Music/Dance)
1:30pm -1:45pm Recess
1:50pm -2:55pm Project Based Science/Social Studies/ History/Geography
3:00pm -3:30pm Fit Kids Structured PE Program

Sample Schedule for Kindergarten AM
8:30am-8:50am Structured Daily Intention Program (Health Ed)
8:55am-9:55am Class
9:55am-10:10am Recess
10:15am-11:30 Class

Sample Schedule for Kindergarten PM
12:30am-12:50pm Structured Daily Intentions Program (Health Ed)
12:55pm-1:55pm Class
1:55pm-2:10pm Recess
2:15pm-3:30pm Class

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Days</th>
<th>Hours per Day</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>180</td>
<td>2.58</td>
<td>464</td>
</tr>
<tr>
<td>1st through 6th</td>
<td>180</td>
<td>5.58</td>
<td>1005</td>
</tr>
</tbody>
</table>

The daily schedule will be repeated everyday throughout the course of the year, with flexibility to accommodate field trips, expeditions, assemblies, etc. GreenWood will provide 180 days and at least 1005 hours of instruction which accounts for approximately 270 hours in Reading/Language Arts, 270 hours in Math, 195 hours in Project Based History, Geography, Science, etc., 120 hours in special rotations (art, music, computer, etc.), 90 hours in Physical Education (PE) (Fit Kids PE Program), and although health and environmental education will be
interwoven into our daily curriculum, we will also provide 60 hours of direct Health Education through our morning Daily Intention Program.

We want our students to have at least sixty minutes of daily exercise & movement. This will be accomplished through our Daily Intentions and Fit Kid programs combined with two fifteen minute recesses and classroom learning exercises. Classes may be supplemented with field trips, assemblies, expeditions, and other structured programs.
SECTION 4. MARKET ANALYSIS

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

GreenWood has divided its Market Analysis into five areas. These areas are: Location, Planning, Demographics, Outreach and Advertising.

A. Location

GreenWood understands the importance of selecting a quality location for the school. We have spoken with many charter school boards, developers, contractors and financers concerning this matter. In compiling the recommendations given to us, we have come up with the following criteria:

1. Proximity- GreenWood will be looking for either an existing facility, or land that is in close proximity to neighboring families with students within our target population. We will not jeopardize attracting students due to a facility that is inconvenient to access.

2. Development Costs- Just because the land is “cheap” does not make it a good deal. We understand that the costs associated with items such as water, sewer and roads can add up quickly. We will ensure ample amount of time in the “due diligence” period to answer these questions.

3. Growth- We will be looking for locations that will allow for growth, not only with the school, but population as well. According to the 2011 US Census, the Ogden area is growing rapidly. Ogden City’s population is up 8%, North Ogden is up 16%, Pleasant View is up 42%, Harrisville is up 53%, and South Weber is up 43%. Our target area is east Ogden, which is easily accessible from each of these cities.

4. Cost- We are mindful of budget limitations. The Board of GreenWood will work diligently to ensure that the philosophy remains “education first, building second”. An affordable building starts with an affordable piece of ground to build it on.

5. Existing Facility- Although options are limited in this area, we like the idea of taking an existing facility and turning it into something amazing for the community for years to come. As part of the environmental awareness that GreenWood teaches, the idea of using something that already exists and turning it into a useful, educational facility is intriguing. With that said, we understand that existing facilities can have unknown costs that can make or break a deal, so if we choose to go this route, we will take extreme measures to ensure a successful project. Also, for an existing facility to be considered it must be within an area that does not compromise the target population of GreenWood.
Planning

Whether GreenWood builds a new structure or remolds an existing structure, specifications similar to the table in Section 5 Capital Facilities Plan will be taken into account. In the event that GreenWood is able to secure an existing school facility, the layout of that facility will be utilized.

The Facility should include a natural play area, community areas, auditorium/gym, library/computer lab, and art studio. The items GreenWood would like to incorporate are as follows:

- Natural Play Area - accessible swings, recycled wood chips,
- Student garden area with benches, trees, and gray water system for landscaping
- On-site Ropes Course – balance beams and pole structures
- Community Areas - sky lights, and HVAC system
- Wall Mounts - for hanging portfolios, lockers and coat hooks
- Auditorium/Gymnasium Areas – storage for gym/music equipment
- Cafeteria – with enough square footage to store tables at either end of the room
- Library/Computer Lab – clear visibility to all areas of the library from a central circulation desk, also a divided area for computer use
- Art studio – extra wash sink and storage for supplies

Possible Design Layout Styles:
GreenWood has not finalized a layout for the school, but has decided a community focus layout would fit best with the EL style of teaching. Below are a few examples of floor plans that have qualities GreenWood would like to incorporate into its design.

- Example A
  If we were to build we would set the school up into communities, similar to Venture Academy’s layout, to accommodate the EL style of teaching. Some of the highlights of Venture’s layout are: A large auditorium to showcase student performances as well as celebrations of learning. Multiple communities, a community is made up of approximately 6 classrooms. This is done to allow classes to work together on expeditions without having to move to another part of the school. Often in Expeditionary Learning, each grade will be working on the same expedition. “Commons areas” are a vital component of creating a successful EL design. The example below shows how this type of layout can achieved within a school.
Example B

One of the drawbacks to Venture is that the library is not a focus of the school. Having the library centrally located at the entrance of the building will make it the literal and metaphorical learning center of the school. Recently, Voyage Academy has begun construction on an EL elementary that highlights a library at its core. At GreenWood’s location the library will be situated away from the energy and commotion of the cafeteria and auditorium, keeping it a quiet and thoughtful place for intellectual pursuits.

GreenWood will make additional changes to this layout to incorporate the school mission and class requirements. At the present time a definite floor plan cannot be decided upon due to the fact that GreenWood has not yet committed to a school site, but GreenWood has decided what would be needed and which options the school would like to have. If we were to build new, we would design the school in the same basic style as Venture Academy, but make changes to fit the layout of the land, meet ADA requirements, and to improve cost. The layout for retro fitting an
existing facility would be based on the most cost beneficial methods, while still incorporating a plan that would stay true to our mission.

B. Market Context and Trends

Demographics of Ogden

GreenWood seeks to be located within the city of Ogden or surrounding areas such as North Ogden, Pleasant View, Harrisville and South Ogden. These areas will be the primary focus as we are researching land. We have talked to many families in these areas. We have done this through booths at City fairs, spoken with parents who are currently attending other charter schools in the area, as well as parents that are attending traditional public school. Within the families that we have spoken to, almost all of them have let us know that they are interested in hands on learning for their kids. As we have asked them some memorable and life changing types of experiences with them and their children, they always come back to some type of project that was done in and out of the classroom. In addition to this type of learning, we asked families if they 1) feel that their current schools are teaching their kids to really understand what it means to be healthy, and the impact that can have on them, and 2) if there was a school like that in the area, would they be interested in attending. The overwhelming response has been that, no, they do not feel that their children understand what a healthy living lifestyle means, and how it can be so beneficial. They also said that they would jump at the chance to attend a school like this. We have collected the names of these families and have well over a hundred. Although this is a small sampling of the amount of people in the area, it gives us a piece of mind that parents share the same goals for their children as GreenWood stands for.

GreenWood will also be a benefit to the community since Venture Academy is the only school in the area that offers Expeditionary Learning, and they have a wait list that is approaching 2,000 students. The Maria Montessori School in North Ogden is also full with a healthy waiting list, and although the Montessori approach and Expeditionary Learning have differences, both philosophies incorporate a hands on, active approach to learning. With that said, GreenWood’s focus of health and environmental awareness, these schools will be very different. Charter schools in the area in general are being supported at a high level. This is reflected in the fact that these schools are at capacity and have a high number of students on their waiting list. We have also talked with members of Venture’s Board and hope that GreenWood will help feed students into Venture’s recently opened High School.

The Charter schools in the surrounding area have long waiting lists with some parents on multiple lists.
## Section 4. Market Analysis

### Surrounding Charter Schools Waiting List*

<table>
<thead>
<tr>
<th>School</th>
<th>Distance from Ogden</th>
<th>Waiting List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venture Academy</td>
<td>5 Miles</td>
<td>1,014 Students</td>
</tr>
<tr>
<td>Maria Montessori</td>
<td>2 Miles</td>
<td>348 Students</td>
</tr>
<tr>
<td>Ogden Preparatory Academy</td>
<td>4 Miles</td>
<td>418 Students</td>
</tr>
<tr>
<td>DaVinci Academy</td>
<td>5 Miles</td>
<td>1,300 Students</td>
</tr>
<tr>
<td>Good Foundations</td>
<td>10 Miles</td>
<td>130 Students</td>
</tr>
<tr>
<td>HighMark</td>
<td>14 miles</td>
<td>Unable to confirm numbers</td>
</tr>
</tbody>
</table>

*Note- Although some duplication of families may be on waiting lists with these schools, it does show that:

1. Venture Academy, an Expeditionary Learning school, has more than 3 times the students on its waiting list compared to most other schools in the area. This is a good indicator that families are specifically interested in this learning model. Also, the majority of these families will never get into the school.
2. Charter schools in general are highly supported in this area. A good indicator that parents are looking for an alternative outside of the local traditional public schools.

### C. Competitive Advantage

#### Class Size

One benefit from Charter Schools is that class sizes are locked in. GreenWood will strive to keep class sizes at about 25 or less. While that number does not reflect the smallest class sizes in the State, it does reflect a size that teachers can work with effectively. Additionally, within an EL classroom, students are divided into “crews”, meaning groups of 4 or 5 students. These students sit and work together all day. You will not find separate desks within an EL classroom, rather tables, where students work together. It also gives the teacher the opportunity to work with each crew separately during the course of a day. This has a very “small classroom” feel to it.

#### Method of Teaching

Between Ogden School District and Weber School District, there are forty-three traditional public elementary schools, three private schools and six charter schools. Only one of these schools is an Expeditionary Learning school. As noted earlier in this section, there are over 1,000 more students on Venture’s wait list compared to other surrounding charter schools. This indicates a higher level of interest from parents for this style of teaching model, with numbers growing every week. We will continue to hold informational meetings for parents to let them know what EL is all about, and how it will set us apart. We will also let parents know that Expeditionary Learning is merely our “curriculum vehicle” that will navigate us to our overall
goal, which is to teach students to be more aware of their physical health as well as environmental awareness. It will attract parents not only looking for smaller class sizes, but also those looking for an alternative method of teaching.

**What is Expeditionary Learning?** Formed in 1992, Expeditionary Learning Outward Bound (ELOB) is based on the principles of Outward Bound, which educator Kurt Hahn founded in 1941. Expeditionary Learning focuses teaching and learning toward enabling all students to meet rigorous academic standards and character goals. Curriculum, instruction, assessment, school culture and school structures are organized around producing high quality student work in (Learning Expeditions) long term, in-depth investigations of themes or topics that engage students in the classroom and in the wider world through authentic projects, fieldwork and service. Learning Expeditions are designed with clear learning goals that are aligned with district and state standards. On-going assessment is woven throughout each learning expedition, pushing students to high levels of performance. In Expeditionary Learning schools, teachers, students, and school leadership build a culture of high expectations for all students. Although Utah has several EL schools for students to choose from, the schools are currently at full capacity and it is difficult for new students to enroll. GreenWood will provide another school choice for families within the Ogden area.

**Healthy Living**

Our vision is that every GreenWood student will gain an understanding and appreciation for all aspects of their life. To accomplish our vision GreenWood will model its services after six core HEALTH values:

- Healthy habits
- Environmental stewardship
- Achievement
- Leadership
- Thinking creatively
- Honoring diversity

GreenWood will integrate these core values into the daily curriculum and learning expeditions; thus, giving students’ opportunities to become more engaged in their own learning. GreenWood focuses on educating the whole child, not simply meeting his or her intellectual needs. Making sure that all of the child’s educational needs are met is important in actively engaging the child in the learning process. When learning occurs in this type of environment, it helps the child grow intellectually, physically, emotionally/mentally, and socially, into a complete person.

The HEALTH core values promote the development of healthy, safe, engaged, supported, and challenged students. In today’s world, children must be able to think critically and communicate well with all types of people, in addition to learning the basic reading, writing, and math skills that are typically associated with school. The HEALTH core values also deal with a child’s feelings of safety, self-worth, and ability to respect others. Students who are educated under this approach will be better equipped to handle the technological and global demands of the world.
SECTION 4. MARKET ANALYSIS

D. Outreach

Consistent with GreenWood’s mission and public school law the school will admit students of any race, color, religion, gender, nationality, ethnic origin, disability, sexual identity or learning challenge. We expect, and hope, students will come from a wide variety of economic, cultural and educational backgrounds. We believe that all of the students can learn and succeed in school, provided they experience a learning environment that is motivating, compassionate, appropriate, and challenging. Expeditionary Learning provides a framework to create that kind of environment in the fact that an effective EL classroom is founded on peer critique. When students are held accountable by their peers, it creates an atmosphere of teamwork. When students offer critique, knowing that their work will also be reviewed by the same individuals, they look for ways to do it with compassion. Students are more willing to revise and improve when they feel safe with those around them. It also helps motivate them when they feel that their work is being done for more than just one person.

GreenWood can motivate students who previously have been unsuccessful in traditional schools, while also challenging successful students to gain deeper meaning and richness in their learning. We will be able to address the less effective class structure experienced in the surrounding schools and attract students who will benefit from student crews within a classroom. We will also offer more parental involvement. We place a strong emphasis on the relationship between the school and the home, recognizing the critical role of families in fostering children's education. We see ourselves as allies of the family, mentoring and supporting parent's efforts to guide the intellectual and emotional development of their children.

Advertising
GreenWood’s Board members have delivered flyers to neighborhoods, libraries, and grocery stores. We will be advertising in the Ogden newspaper and on Facebook. We hold monthly public information meetings where we educate parents on what it means to be a Charter School, the unique style of Expeditionary Learning, and the mission of GreenWood which is to enhance health and environmental awareness. To ensure that all families in Ogden will have the opportunity to hear our message, we will also hold these meetings in Spanish as needed, as well as provide brochures in Spanish. We are aware that Ogden has a high density of Hispanics and GreenWood will do all that we can to ensure these families are reached.

In addition to monthly meetings, GreenWood will actively participate in other opportunities to reach the community such as, but not limited to:

- Attend local Farmers Markets – to communicate with local farmers and provide an informational booth.
- Set up booths at local city celebrations (Ogden Hot Rockin’ 4th, Ogden Pioneer Days, North Ogden Cherry Days, South Ogden Days, etc.)
- Door-to-Door communication in neighborhoods surrounding the new school.
- Partner with local daycare/pre-school facilities to promote GreenWood
The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

GreenWood is committed to providing an atmosphere that inspires learning, promotes collaboration, and gives back to the community. Although the facility will ultimately embody these important characteristics, we recognize that we may need to open in a "starter home" before we can afford the "castle". We have approached the capital facility plan in terms of:

- Site Selection Criteria,
- Existing Options,
- Contingency Plans,
- Exploring LEED Certification, and
- Financing Arrangements.

A. Building

Whether GreenWood were to build a new structure or remodel an existing structure, specifications similar to the table below would be taken into account. In the event that GreenWood is able to obtain an existing school facility, we would keep the layout of that school.

Proposed Building Specification:

<table>
<thead>
<tr>
<th>Proposed Building</th>
<th>#</th>
<th>sq. ft.</th>
<th>total sq. ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Director</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Program Director</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>2</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Counselor Office</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Reception/</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>School Nurse</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>SPED</td>
<td>1</td>
<td>750</td>
<td>750</td>
</tr>
<tr>
<td>Teacher Prep</td>
<td>3</td>
<td>250</td>
<td>750</td>
</tr>
<tr>
<td>Art Studio</td>
<td>1</td>
<td>850</td>
<td>850</td>
</tr>
<tr>
<td>Kitchen</td>
<td>1</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Teacher Lounge</td>
<td>1</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>Auditorium/Gym</td>
<td>1</td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Utility Room</td>
<td>2</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>1</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Hallways/Commons</td>
<td>1</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Library/Computer Lab</td>
<td>1</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Classrooms</td>
<td>20</td>
<td>950</td>
<td>19,000</td>
</tr>
<tr>
<td>Bathrooms/Staff-Guests</td>
<td>2</td>
<td>75</td>
<td>150</td>
</tr>
<tr>
<td>Bathrooms/Students</td>
<td>2</td>
<td>800</td>
<td>1600</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>1500</td>
<td>1500</td>
</tr>
<tr>
<td><strong>Total Square footage</strong></td>
<td></td>
<td></td>
<td><strong>40,260</strong></td>
</tr>
</tbody>
</table>
The Facility should include a natural play area, community areas, auditorium/gym, library/computer lab, and art studio. The items GreenWood would like to incorporate are as follows:

- Natural Play Area - accessible swings, recycled wood chips,
- Student garden area with benches, trees, and gray water system for landscaping
- On-site Ropes Course – balance beams and pole structures
- Community Areas - sky lights, and HVAC system
- Wall Mounts - for hanging portfolios, lockers and coat hooks
- Auditorium/Gymnasium Areas – storage for gym/music equipment
- Cafeteria – with enough square footage to store tables at either end of the room
- Library/Computer Lab – clear visibility to all areas of the library from a central circulation desk, also a divided area for computer use
- Art studio – extra wash sink and storage for supplies

Site Selection Criteria
A number of important criteria have been used as we have considered the various locations for the GreenWood school facility. Other facility planning details can be found within the Market Analysis.

- SAFETY - Safe walking routes, protection from busy roads, neighborhood crime rate, proximity to bars, tattoo parlors, alcohol distributors, and cell phone towers, general safety of property attributes (canals, lakes, etc.).

- ACCESS - Close proximity to public transportation and enrollment base, adequate driveways, proximity to freeway, proximity to main roads and easy access by parents.

- ENVIRONMENTAL IMPACT - Consistent with our mission, we want to leave a small carbon footprint when either building or renovating.

- SIZE - Sufficient acreage to build a facility of at least 40,000 square feet, sufficient parking and adequate play area, garden, ropes course, and outdoor classroom area. (approximately 3-5 acres)

- INFRASTRUCTURE - Proximity of 3-phase power, adequate sewer capacity, large water line for fire, favorable zoning, favorable storm-water conditions, required fill or land clearing, secondary water rights, flood plain issues, free of environmental and liquefaction concerns.

- PRICING - At or below market pricing, appropriate for a conservative budget.

- COMMUNITY - Support from the local neighborhood, businesses, county and municipality, ease of obtaining local permits, existing easement requirements, etc.
Existing Options
GreenWood will use the site selection criteria above in their selection for an appropriate location for the school. Below are several options that are currently available. We have listed these options in order of most favorable to least. We have spoken with the owner of each property. Again, these options are listed in order as of today. A final selection and contractual arrangement with property owners would take place as the charter is approved and as financing is secured.

Existing Options
Below are several options that are currently available.

Site 1: Approximately 17th North Washington Blvd North Ogden

Why Chosen:
- **Safety**: This particular site is surrounded by residential neighborhoods with more homes being built by the developer. Current development plans include a walkway from main roads through the community giving students a safe way to get to and from school. The location will sit away from main roads with heavy traffic so vehicle exhaust will be low. The nearest cell phone tower is .23 miles away. Our goal is to be at least .5 miles away from cell phone towers and major power lines.
- **Access**: This property is accessible from two main roads on both East and West sides of the property, including at least 2 bus stops within a half mile. It is in close proximity to the Ogden Nature Center, freeway access, and Ogden Canyon.
- **Environmental Impact**: We have consulted with a LEED Certified architect, and this particular site lends itself to many points that are required to receive LEED Certification. The Developer is willing to donate a nearby wetland to the school. Building a green building will ensure that we have a low impact on our surrounding environment.
- **Size**: The developer of this 35 acre subdivision is extremely interested in a charter school being the focal point of the community. He has about 4 acres carved out for the charter school if this is the route that we go.
- **Infrastructure**: This property is in close proximity to tri-phase power, as well as all utilities are located in the road.
- **Community**: We already have the support from North Ogden City (see section 17). In addition we have received support from over fifty families in this particular area.
Section 5. Capital Facility Plan

- **Pricing:** This property is located in North Ogden and would qualify for USDA funding. At this point, the exact price of the land is unknown, but the Developer estimates that it will be roughly $80,000-$100,000 per acre, which would work for the school financially.

Currently, this site is the most desired by GreenWood. It lends itself, not only to surrounding residential neighborhoods, but also many opportunities for fieldwork and gives us an opportunity to build green and set the school up exactly how we need to in order to fulfill our mission.

**Site 2: 2221 Grant Ave.**

**Why Chosen:**
- **Safety:** While this property has many advantages, it is situated in downtown Ogden. Crime rates are higher and streets are much busier for walking students. Going to school near a busy road can also have health impacts from traffic exhaust. In addition, a cell phone tower resides .25 miles from the school. These are important factors which we would like to avoid.
- **Access:** Access to the school is great. The school is within close proximity to several bus stops and the bus station. There are several roads surrounding the school and the parking lot gives plenty of room for parents to drop off their children.
- **Environmental Impact:** As noted throughout our charter, GreenWood will promote environmental awareness as part of its mission. We feel that a large part of that awareness would be to utilize spaces that are already in existence. Ogden Preparatory Academy is currently building a new facility for its students.
- **Size:** We have contacted the owners of the inner Ogden location that they have been using for years. They are excited about the idea of another charter school moving in. This facility totals approximately 40,000 sq. ft. and fits the 530 students that will be attending GreenWood. This space would allow us to lease for a few years while accumulating proper reserves to participate in the State’s Credit Enhancement Program. At that point, GreenWood will strive to build a LEED Certified building.
- **Infrastructure:** This facility is move-in ready with classrooms, restrooms, cafeteria, playground, administrative office, etc.
- **Pricing:** Although, the intent of this location would be a lease, it is a building that the Owner is willing to sell for $4,450,000 for both buildings. The Owner is willing to lease on a year-to-year contract. The current lease price is $12/sq. ft. for one building and $13.50/sq. ft. for the other.
- **Community:** OPA did very well in this location and so we feel GreenWood would also be successful and have the support of the local community.
For an existing facility, this one is in the right price range. The location is close to the Ogden River, thus, providing our students many opportunities to use the eco-system as a tool for learning. The building is move-in ready with no immediate upgrades required. The downside is the proximity of the cell phone tower and the lack of outdoor space.

**Site 3: 960 39th St Ogden, UT 84403 (Grandview Elementary)**

![Image of Grandview Elementary School]

**Why Chosen:**
- **Safety:** This location is situated next to residential communities. Students would be able to walk safely to and from school. It does not border any main roads with heavy traffic; therefore, vehicle exhaust would not be a problem. The nearest cell phone tower is .42 miles away. There is a city park that borders the school where the city could eventually lease cell phone tower space. This is a concern at this location.
- **Access:** The school sits back off of main roads but is easily accessible. The school does not have an efficient drop-off and pick-up area for parents. This would need to be upgraded to improve access and safety for the students.
- **Environmental Impact:** Grandview Elementary is currently vacant. GreenWood has contacted Ogden School District regarding a short-term lease. Although this school is in need of repairs, it may be a short term option.
- **Size:** This location has sufficient space available for GreenWood. The school grounds are also very spacious and would give GreenWood the space needed to fulfill its mission and goals by building a garden, ropes course, walking trails, and outdoor classrooms.
- **Infrastructure:** This is another move-in ready option for GreenWood. This school comes equip with everything needed to operate a school, including classrooms, restrooms, cafeteria, administrative offices, playground, etc. Although it would be nice to move into an existing school, this does not come without significant drawbacks. There are many upgrades that this facility needs in order to occupy.
- **Pricing:** To date, no lease price has been discussed.
- **Community:** This property is surrounded by residential neighborhoods and businesses (McKay Dee Hospital, Subway, Chiropractic centers, and Weber State University) who we feel would be very supportive of our school and mission.

This is a great existing location. It will need some upgrades prior to moving in. It is also a little further South than we would like to be. That said, it could be a viable, short-term option if needed. We have contacted the District, and although upgrades are needed, the feedback was that it could be a possibility to lease.
SECTION 5. CAPITAL FACILITY PLAN

Permits

There are a number of important permitting requirements that would be necessary to make the locations above ready for building or remodeling. Some of these will require the school to participate in planning commission reviews and public hearings. GreenWood will start early in 2014 to ensure sufficient time for necessary approvals. Pending the school’s approval, GreenWood will be presenting to the Ogden City Council in preparation of seeking any permits or approvals required. We hope that this gesture will strengthen the relationship the school has with the city. GreenWood believes it will be able to move quickly through the permitting process. Some necessary approvals may include:

- Application for Rezoning (If necessary)   Jan-Feb 2014
- Application for Subdivision     March – April 2014
- Conditional Use Permit     May – June 2014
- Site Plan Approval      July – Aug 2014
- Plans Review & Approval     Sept – Oct 2014

This timeline ensures that GreenWood will have sufficient time to have the construction started in late 2014 as is required. We are committed to having construction completed by Aug 1, 2015 in order to give sufficient time to move in furniture, set up classrooms and open on the first day.

B. Contingency

Although the initial plan for GreenWood is to move into an existing school or build new, current economic conditions will require that GreenWood have a facility contingency plan. The occurrence of any of the following events could trigger the school’s contingency plans:

1. Inability to secure reasonable financing to construct the facility.
2. Inability to secure a reasonable contract with a developer that fits within the GreenWood budget.
3. Inability to execute an affordable lease with an existing school.

GreenWood’s contingency plans will go into effect if we are unable to secure another arrangement before January 1 of the year preceding the first year of operations. The following facility is an example of a location that we would look to for, not only a contingency, but also a viable short-term option that would create a solid financial foundation to ensure long-term success.
Site 4: Old Fred Meyer building in Ogden, Utah (located at 202 12th St)

Why Chosen:

- **Safety:** This building is located on busy 12th Street in Ogden making safety a little less favorable for students walking to and from school. This property borders two main roads and, although convenient for parents, the vehicle exhaust from heavy traffic is something we want to avoid. The nearest cell phone tower is approximately .5 miles away.

- **Access:** This building is very accessible from several main roads. It is located right off the freeway, thus making drop-off and pick-up easier for families. Several bus routes border the school’s main roads.

- **Environmental Impact:** We like the idea of using an existing structure as a school. As it stands now, there is no grass around the building; however, there is a large parking lot which could be partially torn out in order to build a playground, garden, outdoor classrooms, etc. This would put the school grounds right next to the busy road and the noise and pollution from the vehicles could have a negative impact on student health and learning.

- **Size:** This building has 150,000 square feet and an inexpensive lease option. The building has been vacant for quite some time. This is an existing structure that has an abundance of space. This extra space would allow more indoor places for activities (i.e. larger gym, cafeteria, and common area to gather and hold school activities for the community). It also has a very large parking lot that would accommodate all of the parents.

- **Infrastructure:** The building has tri-phase power, sewer, water, HVAC, and bathrooms already in place. Currently the building is not fire safe and will require permits and upgrades to meet code. We have had initial talks with the building’s owner and he has suggested that, along with a very favorable lease, he would be willing to upgrade the facility to meet school standards.

- **Pricing:** GreenWood would only lease a portion of the building. The lease rate for this facility is about $7 per sq. ft. Initial estimation is that it would take roughly two million dollars to upgrade this building in order to meet all of the requirements of a school. In doing so, it would add an additional $4-$5 per sq. ft. to the lease, still within the budgeted amount of $13 per sq. ft. We feel that this would leave us some flexibility and most importantly, give us a strong foundation to build up cash reserves.

- **Community:** This building has been vacant for several years and we believe the community will embrace GreenWood and help support our mission and goals.

This location has a lot of potential but would require significant demolition and restructuring to meet our needs. The location is great but the health impacts weigh heavy on our decision to locate here. We definitely want to keep this option open as part of our contingency plan.
SECTION 5. CAPITAL FACILITY PLAN

B. Financing

The Board at GreenWood is currently considering several options for financing. The decision will largely depend on what is most viable for the school long-term. Options include:

**Tax Exempt Bonding through the State Charter School Finance Authority.** Bonding is expensive and complicated, but in the right market can make economic sense for a school. GreenWood is working with several experienced bond agents that can help them through the process efficiently and economically. Ideally, GreenWood will wait until its 4th or 5th year in order to qualify to participate in the State’s Credit Enhancement Program. Ogden Preparatory Academy recently bonded for 3.63% through this program, the lowest interest rate for a bond deal in the country. Currently, unrated charter school bonds are selling on the market for around 6.5%. If the market stays favorable, GreenWood may bond as quickly as possible and ask for a shorter call term. At an interest rate of 6.5% it would still be less expensive for GreenWood than an escalating lease plus property tax, even including refinancing costs in 5 years.

**Lease Purchase Option.** GreenWood is also able to have a developer fund the construction of the facility and secure a lease with an option to purchase. Although a Developer will be engaged at a later time, a typical lease is structured around 10% of the cost of construction. This is reflected in the budget. GreenWood will look to be able to purchase the building from the developer within the first 5 years of the lease using a Tax Exempt Bond offering depending on bond rates at the time. GreenWood is prepared to exercise restraint in signing any contracts with any developer that may cause a budget hardship in the long-run. GreenWood has spoken with developers in the area that would be willing to build and finance the facility. This option would take the least time to complete. However, it will be important to give a developer enough time to ensure they have sufficient resources to complete the project. We’d need to begin negotiations with a developer in early spring of 2014. Before we sign an agreement, we will require proof of resources. GreenWood will also turn in the lease proposal to the State Office for approval.

Securing a facility that is too expensive or not economical is counterproductive to that commitment. GreenWood will work to keep its facility debt service or lease payment at around 20% or less of gross revenues. This will ensure school programs will not suffer at the hands of excessive building obligations. The long-term desire of the school is to have a financial structure worthy of being rated by a reputable bonding agency.
SECTION 6. DETAILED BUDGET

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

GreenWood is committed to being fiscally responsible, and the board will model prudent fiscal education for their students by applying sound decision-making skills and developing stable savings and spending habits when developing and implementing the school budget. All final fiscal decisions will be made by the GreenWood Governing board.

As yearly budgets and budget projections are prepared, GreenWood will make sure that monies spent are aligned with the mission of the School.

A. Planning Year

GreenWood considers it a priority to manage the school finances with efficiency and cost effectiveness. The following narrative describes the budget for the planning year.

Revenues
Charter School Revolving Loan. GreenWood will apply for the Charter School Revolving Loan to cover necessary startup costs of the school. The low interest rate that this loan typically offers (<2%) is ideal for GreenWood. GreenWood will apply for a loan of $250,000 the total expenditures budget for the planning year.

Expenditures
1. Instructional Services (1000)

   Purchased Professional and Technical Services (300)
   Expeditionary Learning Schools (ELS) brings a strong professional development focus to educators. ELS believes professional development is the driving force behind comprehensive school improvement and takes place primarily in the school setting and is enriched and deepened through participation in Expeditionary Learning national offerings. During this period, ELS will provide a package of services to faculty and school leaders to foster the full implementation of the ELS school reform design. Approximately six months prior to the school opening, training will be provided at the Expeditionary Learning National Conference.

   Additional training opportunities will follow in the form of professional development institutes and seminars. The estimated price for the package of services for the planning year’s proposed MOU is $10,000. An initial payment of $5,000 is included in the planning budget. A second payment will be paid in the first year of operation.

   GreenWood will select and contract with a Business Services Provider for the role and responsibilities of Business Administrator. The Business Service Provider will set up the accounting systems including AP, Payroll, AR, and Reporting and will train the head secretary, board members, and Director concerning financial processes and procedures.
SECTION 6. DETAILED BUDGET

The Business Service Provider will assist and support school leadership in recruiting, hiring, benefits setup, insurance, 501(c)(3) application, USDA School Breakfast and Lunch Setup, budgeting, SIS, CACTUS and more. The Business Service Provider fee for the planning year is estimated to be approximately $30,000.

Instructional Supplies (600)
The $5,000 budget for software includes a lunch/breakfast program, Licenses for Microsoft Office, and networking costs. The cost for a lunch program and related training will be approximately $3,000. Licenses for the Microsoft Office are $500 ($70 per license x 6 (6 PCs per license)), and $1,500 for networking.

Textbooks (641)
The design of Expeditionary Learning Schools encourages students to focus more on major projects and less on textbooks. For this reason, less is budgeted for textbooks than in other school designs. Textbooks in the planning year will be purchased for the math and language arts curriculums. ELS will enrich the teachings of these subjects and textbooks will provide the structure. According to estimations of other similar sized EL schools a budget of $19,000 is assumed for the purchase of math and language arts textbooks.

2. Total Instructional Staff Support Services (2200)

Library Instructional Aids/Books/Periodicals (644/650)
At GreenWood, Learning Expeditions guide regular classroom work. Our Learning Expeditions require readings from various original sources rather than relying on textbooks. The library will be equipped with books that will support the Learning Expeditions, HEALTH core values, environmental studies, and core curriculum. GreenWood has a goal to obtain, through purchase and donation, at least 1500 books by the time school begins. Any books, supplies, software, or other library materials not donated or acquired through book drives will be purchased using the budgeted start-up amount of $14,000. All donated materials will be evaluated and selected according to GreenWood’s criteria for Selection.

Other Objects (800)
This category includes travel for professional development and travel for Research & Development (R&D); i.e., traveling to tour model EL schools in Idaho and Colorado. An estimated amount of $8,000 supports travel for professional development. Along with the Director, numerous board members and teachers will have the development opportunity to attend the ELS National Conference during the planning year. The National Conference will be a consistent source of ELS training for the Director, teachers, board, and faculty.
3. Total School Administration (2400)

Purchased Professional and Technical Services (300)
The board of GreenWood will hire a Director to participate in the development of the school during the planning year. The Director will be hired no later than December 31 of the planning year as a consultant until the first year of operations, at which time the Director will likely continue employment as a salaried employee. The budgeted amount for consulting fees is $30,000.

Estimated legal fees of $1,000 is budgeted for the submittal of Articles of Incorporation to the Secretary of State, Bylaws to the USOE, application fee to the IRS for federal tax-exempt status, 501(c)(3), and any other required business or licensing fee.

4. Total Operation & Maintenance of Facilities (2600)

Supplies (600)
Throughout the planning year, various steps will be taken to inform the community about GreenWood and the open enrollment process. Some of the methods used to share information about the school include; flyers, newspaper, monthly public information meetings, a website, and recorded phone messages. Expenses for the related costs are estimated at $3,000.

5. Total Building Acquisition & Instruction (4500)

Land and Improvements (710)
In order to support our mission of connecting students to nature, GreenWood, will design and build a garden and play area that allows students explore and play in a natural environment that supports their learning, growth, and development. Our play area will consist of natural materials and will incorporate obstacle courses, climbing areas, balance beams, forts, digging areas, and large open areas for outdoor classroom activities. Our goal is to get the students out and enjoying nature while having fun. Phase I will begin in the planning year with a budget of $10,000. If, after donations, we need to continue the project, Phase II and Phase III will take place in Years 1 and 2, respectively.

Furniture & Other Equipment (733)
Included in this category are classroom equipment and kitchen equipment. Classroom equipment, including tables, chairs, etc., has a budget of $40,000. Based on 20 classrooms, the budget assumes $2,000 of equipment per classroom. The remaining $60,000 is to equip the kitchen with tools and equipment not “fixed” to the building. Such items include an icemaker, warmer, prep tables, pots and pans, knives, scales, and thermometers.
Technology-Equipment (Computers, etc.) (734)

The vision of GreenWood’s Technology Plan is to highlight the mission of the school by teaching the responsible use of technology in a healthy and environmentally sound way. Due to the growing debate over exposing children to wireless radiation in schools, GreenWood will err on the side of caution and will not install Wifi or other potentially harmful wireless devices; therefore, GreenWood will install a wired system.

The use of the Expeditionary Learning focus will then encourage students to use technology based research synonymously with interpersonal communication. Basic infrastructure for the planning year will begin with:

- Laptop computer for each teacher
- Computer lab with computers/Wyse terminals for 25
- Administrative computers and servers
- Networking hardware and protocols
- At least 1 in-classroom computer/Wyse Terminal for grades K-6
- At least 1 computer/Wyse terminals for the Library
- Printers/Fax
- Copy machines

Misc. classroom hardware will be provided to teachers on an as-needed basis. Since these technologies will not be purchased until teachers actually demonstrate a need, they have not been included in the budget. The start-up budget dedicated to Technology is $25,000. (See Section 15, Technology Plan for more information and plans for future computer acquisitions including an additional computer lab for testing).

B. Operational Years 1 – 2

GreenWood considers it a priority to manage the school finances with efficiency and cost effectiveness. The following section describes the budget plans for the 1st and 2nd operational years. Included in the narrative and budgets are scenarios depicting expenses at maximum enrollment and enrollment at 75% capacity.

Revenues

State Funding. Attachment B shows the Weighted Pupil Unit (WPU) worksheets and School State Revenue Templates for the 1st and 2nd operating years of the school. One template is completed for each year to show the state revenue for maximum enrollment (max) and 75% enrollment (75%). The assumptions used to complete the templates follow:

1st and 2nd Operating Year Assumptions

- Grade configuration; K-6
- 4 classes of approx. 20 students per K class
- 3 classes of approx. 25 students per grades 1-6
- Maximum enrollment; 530 students, 20 teachers
SECTION 6. DETAILED BUDGET

- 75% enrollment; 394 students, 15 teachers
- 10% special education students; 50 (max) & 38 (75%)
- Special ed. teachers; 2 (max) & 1.50 (75%)

Based on the above assumptions, the revenue generated for Operational Year 1 is $2,721,170 (max) and $2,040,878 (75%). Operational Year 2 is $2,743,380 (max) and $2,057,575 (75%).

Expenditures

GreenWood has designed a budget for Administrative Services that supports its unique mission, values and teaching philosophy. The budget for Administrative Services is detailed below by the following functions: Instructional Services, Student Support Services, Instructional Staff Support Services, School Administrative Services, Operation & Maintenance of Facilities Services, Food Services, and Building Acquisition & Instruction Services. Budget numbers below are shown for both 100% and 75% enrollment for both years.

6. Instructional Services (1000)

<table>
<thead>
<tr>
<th>Function</th>
<th>Budget Categories</th>
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<th>Year 1 75%</th>
<th>Year 2 100%</th>
<th>Year 2 75%</th>
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<td>12,000</td>
<td>9,000</td>
</tr>
<tr>
<td></td>
<td>Aides/Paraprofessionals (161)</td>
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<tr>
<td></td>
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<td>60,000</td>
<td>65,200</td>
<td>60,000</td>
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<tr>
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<td>30,000</td>
</tr>
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<td></td>
<td>Benefits (200’s)</td>
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<td>10,000</td>
</tr>
<tr>
<td></td>
<td>Instruction &amp; Other Gen Supply(610)</td>
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<tr>
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<td>10,000</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td>Computers/ Classroom Property (700)</td>
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<td>15,000</td>
<td>5,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>

Teacher-Regular Ed (131)

The pay structure of GreenWood provides increases in pay for teachers with certain years of experience, outstanding performance, and for teachers who pursue additional educational training. First year budget figures include amounts for Level 1 teachers (those that typically form the bulk of faculties at chartered public schools.) Budget figures also include amounts necessary to pay for teachers with additional training or years of experience, teachers with a Master’s degree, and teachers with PhDs.

The average salary for the first operational year is $36,000 at 100% with an increase in year two based on performance and responsibilities. For years 1 and 2, if enrollment is at 75%, teachers’ salaries will decrease to $33,000 due to the decrease in funding and the number of teachers will decrease to appropriate teacher/student ratios. A COLA, subject to Governing Board approval, is projected for future years.
Substitute Teachers (132)
Assumptions for this category include: substitute wages of approximately $85.00 per day, 20 teachers, each with an average of 7 absent days per school year, results in 140 total “substitute days” and a total wages of $12,000.

Teachers Aids and Paraprofessionals (161)
Three Aids will initially be hired, 1 aid per 2 grades, 1-6. Additional aids will be hired on an as needed basis. $10,000 is budgeted for year one with an increase in year two based on performance and responsibilities. A COLA, subject to Governing Board approval, is projected for future years. At 75% enrollment, the salary for three aides will decrease to $8,000 in year 1 and remain at 8,000 in year 2.

Teacher-Special Ed (100)
To serve students with special needs, the instructional staff is budgeted, at maximum enrollment, to include at least two full-time employees (FTE) with special educator qualifications. In addition, consultative and other contractual services will be arranged, as necessary, to meet the requirements of students’ Individual Educational Plans (IEP).

The salary for two FTEs for the first operational year is: $64,000 with an increase in year two based on performance and responsibilities. A COLA, subject to Governing Board approval, is projected for future years. At 75% enrollment we have budgeted for one Special Ed teacher at $30,000 in year one and year 2.

Art & Fine Arts Teachers (100)
In an Expeditionary Learning school, art is an important vehicle for learning. In Learning Expeditions, students have the opportunity to create, perform, and respond to a variety of art forms, and to connect the arts to expedition content. For this purpose, one FTE is budgeted for at $32,000 ($30,000 @ 75%) and will be dedicated to developing and teaching a visual and fine arts program.

Music Teacher (100)
Many studies indicate how the influence of music impacts learning. GreenWood supports music in the school and therefore .5 FTE is budgeted at $16,000 ($15,000 @ 75%) for a music teacher. An increase in year two is estimated based on performance and responsibilities. A COLA, subject to Governing Board approval, is projected for future years.

Benefits (200)
Retirement Plan, GreenWood will not participate in the Utah State Noncontributory Retirement Plan. Instead, for full time employees, the school will offer a participant-directed 401(k) retirement savings plan with “cliff vesting” to full-time employees. After two years of service, 100% of employer contributions are fully vested. The 7% contribution has been budgeted to stay steady in all scenarios presented as compensation to teachers when decreased enrollment or other budget cutbacks increase their workload.
and/or does not allow for a COLA. In more financially viable years, GreenWood will look to increasing the contribution.

Payroll Taxes. Assumes current published rates for FICA (7.65%), SUTA (1%), and Workman’s Compensation Fund (1.5%).

Health Insurance. GreenWood offers a health insurance plan for full-time employees and their spouses and families. The budget includes $5,000 per year, per full-time employee for health benefits. Employees participating in the plan will contribute to the premium $200 per month. If an employee chooses to opt out of the offered health insurance program, GreenWood will contribute $200 per month to a Health Reimbursement Account on behalf of the employee, as allowed by federal law, and maintain the balance upon employee termination/resignation.

Contracted Other Service (300)
$23,000 ($17,500 @ 75%) is budgeted for other contracted services including Yoga instructors, Health & Environmental Educators, and other contracted services that will be required to fulfill the Education programs. The Program Director will oversee these services and ensure that they align the mission and HEALTH core values of GreenWood. In year two, if GreenWood is still at 75% then our budget drops to $10,000. We will rely heavily on our skilled teachers and volunteers to oversee the services, without compromising quality, until enrollment increases to 100%.

Instructional & Other General Supplies (610)
This category budgets for supplies and equipment necessary to facilitate the unique health and environmental learning within the classroom along with the expeditions. A significant portion of these funds also covers student fieldwork (off-site field trips intentionally designed to facilitate first-person research). The budgeted amount is $40,000. This assumes approximately $2,000 per classroom for years one and two. The classroom budget may increase in subsequent years dependent upon funding.

At 75% enrollment, the per class budget decreases to $1,600 per classroom.

Textbooks (641)
The design of Expeditionary Learning Schools encourages students to focus more on major projects and less on textbooks. For this reason, less is budgeted for textbooks than in other school designs. Textbooks in the planning year will be purchased for the math and language arts curriculums. ELS will enrich the teachings of these subjects and textbooks will provide the structure. According to estimations of other similar sized EL schools a budget of $19,000 (14,250 @ 75%) is assumed for the purchase of math and language arts textbooks. Through discussions with other schools, we are currently looking into programs such as Singapore Math, Envision, and Saxon. The costs decrease in year two since we will re-use a lot of the books purchased in year 1.
Total Property (Instructional Equipment) (700)
$25,000 is budgeted for in year 1 for classroom equipment such as overheads, carts, educational floor mats, cubbies, etc. These funds will be used for items that were not purchased in the planning year. In year 2 we expect to have the majority of needed equipment; therefore costs drop down to $5,000.

7. Student Support Services (2100)

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<tr>
<th>Function</th>
<th>Budget Categories</th>
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<tr>
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<td>$0</td>
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<td>➢ Other Contracted Services</td>
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<td></td>
<td>➢ Ropes Course Training</td>
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</table>

Contracted Support Services (300)
This category will cover contracted services on an as-needed basis. Examples of contracted services would include but not be limited to: counselors, special education, occupational and speech therapy, and other contracted services needed. The budget for outsourcing these services is $65,000 for year 1 and $45,000 in year 2.

We anticipate contracting a Special Education consultant in year 1 to work with and train our full-time Special Ed teachers. In year 2 we anticipate that we will no longer need the Special Education consulting services ($20,000).

We anticipate building an on-site ropes course with monies and/or supplies donated to the school. The on-site ropes course will be part of the wellness programs and will be the responsibility of the Program Director. We will be required to have both Level I and Level II Practitioners to operate the ropes course. The cost for Level I is approximately $2,325 (annually) for up to 10 people. Ropes course inspections must be performed every 3 months by a Level II Practitioner. The cost for Level II (including travel) is approximately $2,000 for two people and is valid for three (3) years.

Instructional & Other General Supplies (600)
The $10,000 ($7,500 @ 75%) budgeted for this category will be for unforeseen items that are not accounted for in the budget.

Property (700)
Before the ropes course can be used, the proper equipment must be purchased:

- 10 carabineers (locking steel) $ 76.00
- 8 harnesses $319.00
- 5 helmets $234.00
8. Instructional Staff Support Services (2200)

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<th>Function</th>
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<td>Benefits (200’s)</td>
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<tr>
<td></td>
<td>MOU &amp; Prof Development</td>
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<td>Library Books (644)</td>
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<td>Periodicals (650)</td>
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<td></td>
<td>Travel (810)</td>
<td>27,500</td>
<td>20,625</td>
<td>10,000</td>
<td>7,500</td>
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</table>

Certified Media Specialist (145)

Beginning in the first operational year, GreenWood has budgeted for a full time Certified Media Specialist starting at $32,000 ($24,000 @ 75%) with an increase in year two based on performance and responsibilities. A cost of living adjustment (COLA) is projected for future years subject to Governing Board approval.

Contracted Support Services (300)

Professional Development and Learning Expeditions are key to the successful implementation of Expeditionary Learning. Therefore, $60,000 ($50,000 @ 75%) is budgeted to this categories is significant in comparison with alternative school designs. Due to the active pedagogy of EL, the traditional purchase of textbooks for all grades, for all curriculums, does not occur at GreenWood. Rather, funds are used to support programs that support the mission and student academic achievement, such as Professional Development and Learning Expeditions.

Assuming the majority of staff will be trained in year 1, the budget for year 2 decreases allowing training for new hires and maintenance for existing operations. For year 2, $50,000 is budgeted at maximum enrollment and $40,000 at 75% enrollment. The possible reductions in enrollment, staffing, and therefore, training, are built into the proposed ELS contract. Included in the ELS contract is an on-site, qualified School Designer who consults and trains in all educational programs, including Professional Development, Curriculum, and Expeditions. The School Designer also provides appropriate educational resources and numerous training opportunities to board members, faculty and numerous on and off-site training opportunities for teachers.
$5,000 has been budgeted for both years to accommodate Common Core Training for the staff.

Library Books (644) / Periodicals (650)
Any books, supplies, software, or other library materials not donated or acquired through the start-up year will be purchased using the budgeted $28,000 ($19,000 @ 75%). All donated materials will be evaluated and selected according to the School’s library criteria. Year two’s budget of $10,000 ($1,500 @ 75%) will be used to finish stocking the library with any unforeseen items.

Travel (810)
The travel category captures costs as they relate to travel for Professional Development. The majority of the Expeditionary Learning Professional Development for teachers and administrators happens on site at the school. Yet, some of the most varied and compelling aspects of ELS’s program of teacher development are the Learning Expeditions for educators, national and regional institutes, and seminars and conferences that bring teachers together from schools across the national EL network to learn together and from one another. In year one, we budgeted for 20 teachers @ $1375 each ($27,500 @ 100%/20,625 @ 75%). In year two, $10,000 ($7,500 @ 75%) is budgeted for any new teachers and for other necessary training seminars.

| 5 days per diem @ $35/day:  | $175 |
| 5 days lodging @ $120/day:   | $600 |
| Round-trip airfare:          |       |

1375/per employee per year

9. School Administrative Services (2400)

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<thead>
<tr>
<th>Function</th>
<th>Budget Categories</th>
<th>Year 1</th>
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<td></td>
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<td>75%</td>
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<td>Head Secretary/PT Secretary (152)</td>
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<td>Copier Lease</td>
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<td>20,000</td>
<td>3,000</td>
<td></td>
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</tbody>
</table>

GreenWood believes investing in the leadership and personnel of the school is a crucial element in producing quality student work. As these salaries fit within the budget, allowing a 5% safety margin, and support the values and mission of the school, GreenWood is willing to make such an investment in Support Services salaries. Detail for the positions and salaries involved in Support Services follows.
School Director (121)
The successful implementation of our education model demands a Director that protects the school vision, strengthens leadership and personnel, ensures teachers’ skills, uses teacher/student time effectively, seeks resourceful financial support, and showcases the school. GreenWood believes that these everyday additional demanding tasks required by the school justify the starting School Director salary of $70,000 ($60,000 @ 75%).

Due to the increased enrollment of the second year, the second year’s compensation is increased to $71,500 ($60,000 @ 75%) based on performance and responsibilities. If the school is still at 75% in year two then the School Director will forgo a wage increase. A cost of living adjustment (COLA) is projected for future years subject to Governing Board approval.

Head Secretary (152)
To manage the daily operations of the school the budget includes 1.5 FTEs, a Head Secretary and part-time, front-office support staff. The beginning salary for the Head Secretary is $26,000 ($20,000 @ 75%) and increased to $26,300 ($20,000 @75%) the second year due to increased enrollment and responsibilities. The part-time secretary will be hired with a starting salary of $13,000 with 100% enrollment. At 75% enrollment we will not hire a part-time secretary. A cost of living adjustment (COLA) is projected for future years subject to Governing Board approval.

Program Director (100)
What makes GreenWood stand out from the other schools is our focus on holistic education. GreenWood will be paving the way for future schools who want to follow our approach. The Program Director will be responsible for ensuring that the health and environmental aspects of the school are managed and integrated into the student’s educational experience. In addition to managing the health & environmental programs, the Program Director will assist the School Director in school wide functions including finance, budget, training, etc. The starting salary for the Program Director will be $60,000 (45,000 @ 75%) with an increase to 61,000 (45,000 @ 75%) in year 2 based on performance and responsibilities. If the school is still at 75% in year two then the Program Director will forgo a wage increase. A cost of living adjustment (COLA) is projected for future years subject to Governing Board approval.

Business Service Provider (300)
As a board, GreenWood has thoroughly discussed the necessity of hiring a competent Business Administrator to ensure the long term success of the school. It is the intention to hire a business service provider for these responsibilities during the first two years and then re-evaluate the possibility of bringing accounting functions in-house. We have budgeted $55,000 for these services. GreenWood will adhere to State Procurement Laws in selecting a vendor.
Legal (300)
The budget of $5,000 for this category includes fees for the submittal of Articles of Incorporation to the Secretary of State, Bylaws to the USOE, application fee to the IRS for federal tax-exempt status, 501(c)(3), and any other required business or licensing fee.

Audit (300)
GreenWood will hire a third party audit firm to audit the school annually. The first year audit is budgeted at $2,000 for a compilation audit with year 2 budgeted for a full audit at $8,000.

Copier Lease (300)
A budget of $10,000 provides leasing options for approximately 3 to 4 copiers for the school each year with the exception of $5,000 is available for copiers with 75% enrollment.

Supplies (600)
$25,000 and $20,000 is budgeted in year 1 and year 2, respectively, for general supplies (filing cabinets, shelves, desk supplies, etc.). Budgets will be cut heavily if only 75% enrollment and we will rely on donations until we can support the purchase of new items.

10. Operation & Maintenance of Facilities Services (2600)

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<th>Function</th>
<th>Budget Categories</th>
<th>Year 1 100%</th>
<th>Year 1 75%</th>
<th>Year 2 100%</th>
<th>Year 2 75%</th>
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<td>$20,000</td>
<td>$18,000</td>
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<td>Website Development/ IT services</td>
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<td>65,000</td>
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<td>Custodial Services/Utilities (400)</td>
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<td>15,000</td>
<td>21,000</td>
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<td>Buildings/Maintenance (700)</td>
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<td>5,000</td>
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<td>Misc. Charter Dues &amp; Fees (810)</td>
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</tr>
</tbody>
</table>

Website Development and IT Services (300)
IT services, including website development, will be outsourced for approximately $25,000 ($20,000 @ 75%) the first year. This budget amount includes the costs of setting up and maintaining initial networks, servers, etc.

Second year and on-going costs are estimated to be $18,000 ($10,000 @ 75%). This category also provides sufficient budget to cover costs associated with required Computer Based Testing (CBT). The budget amounts are based on comparisons of actual expenses of schools with similar models and enrollment that outsource website development.

Purchased Property Services (400)
GreenWood has identified several possible sites for the school to be located. These sites include existing structures and new construction. Research has been done on USDA
Grant loans, seismic refurbishing, utility installment, and multiple other options when considering the price associated with the different locations. Knowing that many things will change before the school is ready to lease or build, a definite location has not been decided upon. With this in mind, if GreenWood were to build a new structure or remodel an existing structure, a lease similar to the assumptions the budget is based on would be arranged.

The assumptions are as follow: Whether GreenWood builds or occupies an existing structure; the facility will be approximately 40,000-45,000 square feet. With either option, the facility will be leased at or below current market values. For the first and second years of operation at maximum enrollment, the budget assumes a 44,000 square foot facility, a current market rate of $13.50/square foot, and a total lease of $594,000 for year two. Year one will only be budgeted for ten months of lease payments ($495,000).

Custodial Services (400)
Custodial services will be outsourced and for the first and second year of operation and will be re-evaluated thereafter. Year 1 and Year 2 are budgeted at approximately $2,500/month for 10 months, for a total of $25,000 annually. The budget amounts are based on comparisons of actual expenses of schools with similar models and enrollment that outsource custodial services. If enrollment is at 75% we expect the custodial fees to decrease in proportion due to empty classrooms and less clean-up.

Utilities and other Expendable Supplies (400)
The utility expenses for the first and second years at maximum enrollment are estimated at $40,000 ($30,000 @ 75%). Estimated amounts are based on actual cost figures from comparable charter schools in Utah and then reduced by fifteen percent. The green construction of the school will be designed to utilize natural lighting, heating, and cooling techniques that are anticipated to cut utility costs. It is the goal of GreenWood to continue educating staff and students about conservation and create more sustainable avenues for lighting, heating, and cooling the school.

Other Purchased Services (500)
GreenWood will purchase the required liability and property insurance through the Utah Division of Risk Management. The liability insurance is budgeted at approximately $18 per student ($9,540 @ 100%/ $7,155 @ 75%). Directors and officers insurance, is approximately $2,000.

Property taxes are estimated to be approximately $10,000 in year 1 (Sept – Dec) for a 50,000 sf building. $40,000 is budgeted for the full year in year two.

Phone/Communications
Telephone services are budgeted at $9,000 ($7,000 @ 75%) for first and second years.
Supplies (600)

Advertising and Marketing
We will participate in opportunities to inform parents, neighbors, community members, etc. about Expeditionary Learning, holistic education, and GreenWood School. Marketing materials including pamphlets, flyers, banners, etc., may be purchased and used to represent our school at such functions. The budget is $3,000 for the first and second years.

Printing and Binding
Informational materials such as student handbooks may be developed and distributed to students at the beginning of each school year. Estimated amounts for printing and binding are $3,000 ($2,000 @ 75%) for the first and second years at maximum enrollment.

Office Supplies
The budget amount for office supplies is $10,000 ($7,000 @ 75%) for the first and second years.

Postage
GreenWood estimates spending $5,000 ($3,000 @ 75%) on postage for years 1 and 2.

Buildings (Maintenance) (700)
Maintenance for the building is included in this category. For the first year at maximum enrollment $5,000 is available for building maintenance and $5,000 in Year 2.

Miscellaneous Dues & Fees (810)
GreenWood anticipates membership in key organizations that will assist us in running the school efficiently. We have budgeted $500 for first year Charter School Association fees, $5,000 for general fees, and $3,000 for bank fees. For year two, an additional $2,500 is budgeted for increase in Charter School Association fees.

11. Food Services (3100)

<table>
<thead>
<tr>
<th>Function</th>
<th>Budget Categories</th>
<th>Year 1</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
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<tr>
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<td>Salaries (100)</td>
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<td>$36,000</td>
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<tr>
<td>Kitchen Staff</td>
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<td></td>
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<tr>
<td>Benefits(200’s)</td>
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<td>11,638</td>
<td>9,939</td>
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<tr>
<td>Lunchroom Devlpmnt/Trng (300)</td>
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<td>3,600</td>
<td>1,000</td>
<td></td>
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<tr>
<td>Kitchen Supplies (Non-food) (600)</td>
<td>3,000</td>
<td>1,500</td>
<td>3,000</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>Food Services (630)</td>
<td>60,000</td>
<td>45,000</td>
<td>60,000</td>
<td>45,000</td>
<td></td>
</tr>
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</table>

Kitchen Staff (100)
GreenWood anticipates hiring a full-time Kitchen Manager, budgeted at a salary $24,000 ($20,000 @ 75%) in year 1 which may increase to 24,500 in year two based on performance and responsibilities. We have also budgeted for three (only 2 @ 75%)
SECTION 6. DETAILED BUDGET

additional part-time kitchen staff at $8,000 each, who will be under the direction of the kitchen manager.

Contracted Support Services (300)
GreenWood’s kitchen will serve as a learning center for students. GreenWood anticipates hiring a chef consultant that specializes in preparing healthy foods to provide training to the lunch staff.

Lunchroom program development from a consultant runs approximately $90 per hour and takes up to 40 hours to develop ($3600).

Kitchen Supplies (600)
A budget of $3,000 is for non-food kitchen supplies. This will cover unforeseen kitchen items that were not purchased in the start-up year. The kitchen budget will remain the same in year two. At 75% enrollment the budget will decrease to $1,500 and $1,000 for years one and two.

Food Service (630)
GreenWood will make every effort to contract with a food service provider that can provide fresh, organic, nutritious breakfast and lunch food services. Expenses are estimated at $60,000 for year 1 and 2. With the family breakfast program, our costs are estimated to be slightly higher than similar food services at other schools. GreenWood intends to use produce from local farmers to help cut costs.

Food Service (630)
GreenWood will make every effort to contract with a food service provider that can provide fresh, organic, nutritious breakfast and lunch food services. Expenses are estimated at $60,000 for year 1 and 2. With the family breakfast program, our costs are estimated to be slightly higher than similar food services at other schools. GreenWood intends to use produce from local farmers to help cut costs.

12. Building Acquisition & Instruction Services (4500)

<table>
<thead>
<tr>
<th>Function</th>
<th>Budget Categories</th>
<th>Year 1 100%</th>
<th>Year 1 75%</th>
<th>Year 2 100%</th>
<th>Year 2 75%</th>
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<tr>
<td>Food Services</td>
<td>Land and Improvements (710)</td>
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<td>$ 17,000</td>
<td>$5,000</td>
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<td></td>
<td>Buildings (720)</td>
<td>5,000</td>
<td>3,000</td>
<td>5,000</td>
<td>3,000</td>
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<tr>
<td></td>
<td>Machinery (731)</td>
<td>10,000</td>
<td>3,000</td>
<td>1,000</td>
<td>500</td>
</tr>
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<td></td>
<td>Furniture &amp; Fixtures (733)</td>
<td>15,000</td>
<td>5,000</td>
<td>10,000</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td>Technology Equipment (734)</td>
<td>35,000</td>
<td>15,000</td>
<td>15,000</td>
<td>3,000</td>
</tr>
</tbody>
</table>

Land and Improvements (710)
Part of GreenWood’s mission is to get students outdoors and utilize nature as a teaching tool; therefore, we understand that the costs associated with fulfilling our mission will be more than surrounding schools. To accomplish our goals we intend to solicit donations from local contractors and community members. Depending on the donations we receive, it may be necessary to break down the projects into multiple phases. For budgeting purposes, we are not including donations or grants because they are not assured sources of funding.

For the first operational year at maximum enrollment, $5,000 is available for landscaping needs and $2,000 in the second year. At 75% enrollment, budget reductions allow for $1,000 in year 1 and year 2.
GreenWood intends to build a natural play area for the students. We anticipate the natural play area to be included in the development cost but have budgeted additional funds for any improvements that we choose to incorporate into the play area. We budgeted $5,000 for both years; at 75% our budget will reduce to $3,000.

Outdoor classroom will be built to allow the students to experience an outdoor curriculum. $10,000 will be budgeted in both year 1 and year 2 to cover any construction costs for items not donated. If enrollment is at 75% in year 1 or year 2 the budget reduces down to $1,000 and construction will be dependent upon donations and grants received.

Buildings (720)
For the first year at maximum enrollment $5,000 is available for building maintenance in both years.

Machinery (731)
GreenWood will purchase various machines in order to maintain the grounds and garden area (tiller, lawn mower, snow blower, etc.). It is estimated that we will spend $10,000 in year 1 to meet our needs. Budget decreases to $3,000 for 75% enrollment and we will rely in volunteers and donations to help meet the needs of the school. By year 2 we anticipate having the majority of equipment needed; however, we are budgeting $1,000 for any additional items needed.

Furniture and Fixtures (733)
A reserve of $15,000 is used for furniture and fixtures in the first year at maximum enrollment. The second year is to be used for additional furniture and equipment that may be overlooked in the planning phase or identified as a need, i.e., tables, library shelves, etc. $10,000 is budgeted for the second year.

Technology Equipment (734)
The vision of GreenWood’s Technology Plan is to highlight the mission of the school by teaching the responsible use of technology coupled with health and environmental awareness. The use of the Expeditionary Learning focus will then encourage students to use technology based research synonymously with interpersonal communication. (See Technology Plan). Technology at GreenWood will be used as follows:

- **Expeditions and Field Work.** As the budget allows, one laptop computer will be provided to each teacher for in class priorities as well as approved accompaniment in field work to ensure groups of students have authentic tools to work on case studies (Expeditions).

- **Authentic Products.** Students K-6 will have at least one computer/WYSE terminal per classroom and a computer lab with enough terminals to create power point presentations, publish books, create databases, program spreadsheets, edit digital photography, etc. as required to create an authentic product derived from investigations.
• **Expert Software and Hardware.** As Expeditions are planned, teachers will determine what software and hardware are needed for students to have an authentic experience. Where feasible, such software and hardware will be included in the technology budget that school year. Where impractical, the students will go out into the community, visit experts in the field and seek to gain access to the technology through in-kind donation of time or equipment.

• **Testing.** In addition to the permanent computer lab, GreenWood will acquire an additional 25 computers/Wyse terminals to be available during Computer Based Testing (CBT) periods. The budget for the first year at maximum enrollment is $35,000 ($15,000 @ 75%). Year 2 budget is reduced to $15,000.

13. Financing

**Interest (830)**

**Interest Expense.** Interest expense for the Revolving Loan on $250,000 is estimated to be approximately $275 per month for six month in year one and 12 months in year two. This is assuming a rate of 1.5%.

**Redemption of Principal (840)**

**Loan Payments.** GreenWood plans to apply for the Charter School Revolving Loan for start-up funds. Funds of $250,000 will be requested to satisfy estimated start-up expenditures. Estimated loan payments for the last six months of the first operating year are approximately $30,300 for maximum and 75% enrollment. For the second years of maximum and 75% enrollment, the estimate for 12 months of loan payments is $60,600.

C. **Contingency Budget**

GreenWood anticipates it will attain full enrollment by the beginning of the first and second years of operation. However, if full enrollment is not achieved, the school has prepared a contingency budget based on 75% enrollment. The school has determined the amount of non-contingency items (e.g. salaries, employee benefits, etc.) and contingency items (e.g. instructional supplies, textbooks, property, etc.) that would need to be removed from the contingency budget. GreenWood has ensured, through the budget that all library, technology, and closure plans are accounted for and the student will still receive a quality education even with a 75% enrollment rate. The school’s budget is in Appendix B.
### Indicator – Financial performance and sustainability

<table>
<thead>
<tr>
<th>Measure</th>
<th>Metric</th>
<th>Board Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current ratio</td>
<td>Current Assets ÷ Current Liabilities</td>
<td>1.25</td>
</tr>
<tr>
<td>Debt ratio</td>
<td>Total Liabilities ÷ Total Assets</td>
<td>&lt; .9</td>
</tr>
<tr>
<td>Occupancy costs</td>
<td>Facility Costs ÷ Total Operating Revenues</td>
<td>FY 1-3: &lt;22% FY 4+: &lt;20%</td>
</tr>
<tr>
<td>Maintain applicable bond covenants</td>
<td>No Default Certification, Audited Financial Statements</td>
<td>100%</td>
</tr>
<tr>
<td>Current assets to total annual operating expenses</td>
<td>[Current Assets ÷ (Total Annual Operating Expenses ÷ 365)]</td>
<td>Minimum 45 days cash on hand.</td>
</tr>
<tr>
<td>Adherence to Budget</td>
<td>(Budgeted expenditure - Expenditure) / Budgeted expenditure</td>
<td>&lt;3%</td>
</tr>
</tbody>
</table>
SECTION 7. FISCAL PROCEDURES

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

GreenWood will provide quality educational resources in an environmentally and fiscally responsible manner. It is our responsibility to abide by all state and federal regulations in addition to safeguarding the school’s assets. GreenWood will create and have approved by its governing board an internal accounting manual that will outline in detail all financial policies and procedures of the school.

GreenWood will follow the generally accepted standards of fiscal management practices outlined in statutes pertaining to the management of school district budgets (§53A-19). GreenWood will also incorporate internal controls and procedures designed to safeguard public assets and resources.

GreenWood recognizes that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school.

A. Fiscal Procedures

GreenWood will run on fiscal year beginning July 1 and ending on June 30 of the following year and will use the modified accrual based accounting method. Fiscal Policies were adopted by the Governing Board on February 20, 2013 in an open public meeting. Minutes from that meeting are included at the end of this section.

1. General Fiscal Procedures

Audit of Accounts

All accounts shall be subject to audit annually. The audits shall be performed and financial statements presented in accordance with generally accepted auditing and accounting standards, principles, and procedures promulgated by recognized authoritative bodies, and shall conform to the uniform classification of accounts established or approved by the state auditor. In the event that the school receives federal funding, the audits shall be performed in accordance with both federal and state auditing requirements.

Budget Process

Budget planning shall be an integral part of program planning so that the budget may effectively express and implement all programs and activities of the school system. Budget planning will be the responsibility of the school’s Finance Committee which is made up of the Business Service Provider, and select board members appointed by the school board. The budgeting process shall begin no later than April of the preceding fiscal year. The final budget shall be reviewed and approved by the board in an open public board meeting on or before June 30th of the preceding fiscal year. Sufficient notice of the open board meeting will be sent out to all interested parties. The approved budget shall be submitted to the USOE on
the approved AFR form by July 15 of each year. GreenWood will consistently maintain a balanced budget as required by state statute. As part of the balanced budget, GreenWood will strive to maintain at least a five percent reserve each year.

**Nature and Frequency of Budget Reports**
Each month the Business Service Provider will be responsible for reconciling and closing all accounting books. Financial reports showing current month and YTD actual vs. budget amounts will be presented to each member of the Board and the school administration on a monthly basis. A monthly financial statement shall also be provided the staff of the Utah State Charter School Board. The Business Service Provider will maintain complete and open records for any person who requests the information in compliance with Utah state laws and federal regulations governing the request of public records.

**Budget Amendment Process**
Budgets must be appropriately amended to reflect changes in actual revenues and expenditures over planned values; therefore, any proposed budget changes throughout the year will be reviewed by the finance committee, approved by the governing board in an open public meeting, and reported to the USOE.

**Limits on Appropriations**
Once a budget has been approved in an open and public meeting, it is an expression of a “contract” with the public in regard to spending, and may not be altered or overstepped except as specified in law. An officer or employee of the school may not make or incur indebtedness outside of the limits of established appropriations on behalf of the school without the PRIOR approval and order of the board.

The governing board and the school’s administration will decide each year on the priorities for the school. The chosen priorities will direct the use of the public resources. During the first three years, GreenWood shall appropriate a substantial amount of resources for hiring, training, and overseeing the educational staff that will accomplish the mission and vision of the school. All appropriations of funds shall be limited to current market values as well as state procurement standards.

**Making Appropriations in Excess of Estimated Revenue**
GreenWood should not make appropriations in the final budget in excess of the estimated expendable revenue for the budget year. Also, revenue estimates for an upcoming year should be reduced by the value of any existing deficits (U.C.A. 17B-1-623).

**Expendable Revenue and Undistributed reserves**
GreenWood will work with the governing board and accounting professionals to set standards on its annual operating safety margins. During the annual budget review, any plans to use expendable revenue and/or undistributed reserves must be in fulfillment of the school’s mission, values and spending priorities and receive board approval in an open meeting.
**Undistributed Reserves**
Utah law (53A-19-103) states that the district may adopt a budget containing an amount known as the Undistributed Reserve. This reserve shall not be more than five percent of the maintenance and operation budget adopted by the board of education in accordance with a scale developed by the State Board of Education based upon the size of the budget of the school district.

Appropriations may be made from the undistributed reserve to any expenditure classification in the maintenance and operation budget of the district by written resolution adopted by a majority vote of the board setting forth the reasons for the appropriation and filed with the State Board of Education and the State Auditor.

The undistributed reserves may not be used in negotiation or settlement of contract salaries for school district employees.

Any Budget Appropriation may be reduced by action of the board of education at any regular meeting of the board, if notice of the proposed action is given to all members of the board and to the superintendent of the district at least one week in advance of such action.

An increase in an appropriation may not be made by the board unless the board receives a written request from the district superintendent setting forth the reason for the request, the notice of request is published at least one week prior to the board meeting where the request will be considered and the board holds a public hearing on the request prior to action on the request.

After the initial three year start-up period, the yearly budget shall include undistributed reserves equal to at least 25% of the estimated debt obligations for the coming fiscal year.

**Investments**
GreenWood shall invest its funds in an environmentally and fiscally prudent manner. The following priorities shall be followed:

1. Safety of principal
2. Cash flow
3. Liquidity
4. Yield

The school shall allocate interest earnings or losses as they are realized, not less than annually. Reports, no less than quarterly, shall be made to the governing board by the Business Service Provider indicating fund balances, interest earnings to date and a forecast for the remainder of the fiscal year. GreenWood bank accounts will be placed in reputable and stable financial institutions and be FDIC insured. Utah Money Management Council reports will be sent in accurately and timely. The school will comply with Rule R628-2, “Investment of Funds of Public Education Foundations Established under Section 53A-4-205.”
or Funds Acquired by Gift, Devise or Bequest,” commonly called, the Money Management Act.

Emergency Expenditures
In the event of an emergency, the school director or member of the governing board may authorize expenditures outside of existing budget categories. Such approval must be rare and require notification to the board chair within 24 hours or as soon as possible, written determination for the basis of the emergency, and selection of the particular expense budget line item. However, such approval must be rare and require justification in the following open board meeting.

In the event of an emergency (U.C.A. 17B-1-623), the governing board may, by resolution, amend a budget and authorize an expenditure of money that results in a deficit (this may occur only if the board determines that an emergency exists, and follows statutory guidelines for documenting this decision). This may occur only if the board determines that:

1. An emergency exists, and
2. The expenditure is reasonably necessary to meet the emergency, and
3. The expenditure is used to meet the emergency
4. Cash reserves and/or financing options are sufficient to not jeopardize operations.

All four of the above conditions must be met and written specification of the expenditure(s) must be kept with meeting minutes.

Inventory
The Business Service Provider shall conduct a yearly inventory count of all school supplies and materials. Such information shall be included in yearly account reports to the Board. Inventory must be accounted for as outlined below:

- Physical assets must be tagged with a unique identifier plus additional information necessary for both identification and tracking.
- A physical inventory of school property (any property having a useful life of more than 1 year) must be taken at least once every two years, with this inventory being reconciled against existing property records.

“Tags” affixed to the product must specify:

1. Manufacturer’s Serial Number or other identification number
2. Description of the Property
3. Percentage of Federal participation in cost
4. Source of property

Property records must specify:

1. Location
2. Use and condition
3. Disposition information
SECTION 7. FISCAL PROCEDURES

Personal Interest Conflicts
No school officer or employee shall acquire personal investments in any business entity, which will create a substantial conflict between his private interests and his public duties. If a pre-existing conflict of interest is known, such potential conflict of interest must be disclosed to the Board. A potential personal conflict of interest does not necessarily preclude the school officer’s participation, if disclosed and publicly determined by the Board to be insubstantial.

Surplus Funds
The Board shall have the authority to designate the use of surplus funds when actual revenues exceed estimated revenues. Such surpluses may include, but not be limited to, amounts to be used for extended contracts for administrators and teachers, additional computers, additional upgrades, and salary bonuses. The Business Service Provider may recommend appropriations for surplus funds but shall not approve purchases in excess of Board approved budget appropriations without Board approval.

2. School Management Procedures

Record Keeping
The Business Service Provider shall maintain appropriate supporting documentation for all bids, expenses, fund accounts, checks, and purchase orders, etc. Such records may include but not be limited to transaction ledgers, invoices, reimbursement requests, bank statements, competitive quotes, and bid statements. Such records shall be stored either electronically with appropriate safeguards, in a locked cabinet at the school, or in a secure off-site storage facility.

Reimbursed Expenses
The Business Service Provider may approve and reimburse pre-approved employee expenses incurred by teachers and staff. Employees must submit dated, itemized receipts along with the appropriate reimbursement form. Approved reimbursements shall be reimbursed within 30 days of receiving the request.

Petty Cash
A petty cash fund of $100 shall be maintained for emergency purposes. Receipts and details of transactions shall be maintained. Petty cash balances must be reconciled monthly. Petty cash shall remain locked in the school safe. The Business Service Provider is responsible for maintaining the petty cash.

Handling of Money
Front office personnel, such as receptionists may accept payments from students and families. Receipts shall be given for all transactions. Money collected by school employees shall be handled in an appropriate way. Money should be deposited within 3 school days and anything over $200 should be deposited the same day. Teachers shall not store money in classrooms. Any money that remains on-site overnight shall be locked in the school safe.
Lunch Payments
Students may pay for meals yearly, monthly, weekly or daily. Students may make lunch payments by check or cash at the school or by credit card via the school website. GreenWood reserves the right to refuse check payments from any student or family with a history of returned checks.

Collections
The Business Service Provider shall be responsible for collections on all delinquent student accounts or returned checks. The Business Service Provider may utilize collection agencies or services as designated in the yearly budget or approved by the Board.

Student Transportation
GreenWood will not offer transportation. It will be the parent’s responsibility to drop-off and pick up their child/children.

Travel Allowances
Administrators may be given a mileage allowance to help defray the cost of travel expense while performing duties for the school. All bills related to travel must be submitted within 30 days of occurrence.

3. Revenue

Fundraising
All revenue producing activities at GreenWood, including fundraising projects, must support the school vision and educational philosophy. Students, steering committees, parents or teachers may suggest fundraising projects. Fundraising must involve parents, students and the local community. It should provide students with opportunities to apply the academic skills they learn at school to real-life situations. Separate accounts may be created for fundraising purposes. Such accounts are subject to review by the Business Service Provider. At the discretion of the Business Service Provider, funds remaining in any separate account may be transferred to the general school fund at the end of the fiscal year.

Fundraising proposals may be presented to the GreenWood Board at any scheduled board meeting. Proposals for fundraising projects should include a detailed plan that answers the following questions.

1. For what purpose do we need additional funds?
2. How much revenue do we intend to generate?
3. How does this fundraiser align with our school’s mission statement and educational beliefs?

Incoming funds and outgoing expenses must be accurately recorded and documented.
Grants
Grants applied for by teachers or other school staff should be reported to the Business Service Provider for proper accounting. All grant funds should be made out to the school.

Donations
GreenWood welcomes and encourages donations from private sources. The Business Service Provider shall track all donations and publicly thank all donors in an annual report. The Business Service Provider shall not accept donations that are inconsistent with the mission and philosophy of GreenWood, or that would jeopardize the health or safety of GreenWood students and/or faculty.

Gifts and Tips
Members of the Board of Education and employees of GreenWood shall neither offer nor accept gifts, which might reasonably be interpreted as an attempt to influence the conduct of school business.

Recycling
GreenWood seeks to reduce its negative impact on the environment by recycling all possible waste materials. Income generated from recycling will be used to support school programs that emphasize environmental responsibility.

Building Rentals
GreenWood wants to make the building available for the community to use during times when not in use, providing that their activities do not impose additional costs to the school, proper insurance coverage is provided, and the requested space and time do not interfere with school activities. The walking trail, outdoor learning garden, ropes course, gymnasium, lunchroom, and selected classrooms are available for a variety of activities on evenings and weekends. Rental of the school building will require application and will be subject to approval by the Business Service Provider. Rental fees will be approved yearly by the Board. Use of funds generated from building rentals is at the discretion of the Business Service Provider, upon approval from the Governing Board.

School Fees
GreenWood will follow all State Rules related to charging school fees as outlined in R277-407. No fees will be charged to students in grades K-6.

Miscellaneous
Individual classes may coordinate miscellaneous small fundraisers as part of the curriculum. The proceeds will fund classroom supplies, educational materials and playground equipment. Teachers are encouraged to integrate the fundraisers as part of their lesson plans.
B. Purchasing Policies & Procedures (PP&P)

GreenWood has adopted its Purchasing Policies & Procedures (Attachment C) in a Board Meeting. GreenWood will adhere to the Utah State Procurement Code as set forth in UT Admin Code R33-3.

Statement of Intent
It is the intent of GreenWood to conduct all procurement activities in compliance with Utah Procurement Code 63G-6 and other federal or local purchasing guidelines.

Definition
Procurement is defined as buying, purchasing, renting, leasing, or otherwise acquiring any supplies, services, or construction. It also includes all functions that pertain to the obtaining of any supply, service, or construction, including description of requirements, selection, and solicitation of sources, preparation, and award of a contract and all phases of contract administration.

Responsibility
Procurement activities shall be supervised and monitored by the Business Service Provider. The Business Service Provider shall be responsible to ensure compliance with all purchasing and procurement policies and procedures. It is also the responsibility of the Business Service Provider to communicate GreenWood’s procurement policies to all employees.

Emergency Expenditures
The Business Service Provider shall follow all procurement policies outlined in this policy except in case of emergency. Power is granted to the Business Service Provider to authorize emergency expenditures outside of these policies if the school has funds available for such a purchase and only when the immediate health, safety, or welfare of GreenWood’s students or employees is at risk. The Business Service Provider or authorized designee shall notify the Board President within 24 hours or as soon as possible. A written determination of the basis for the emergency and for the selection of the particular expense shall be forwarded to the Board and included in the school’s financial files.

Signature Authority
Approved expenditures will be paid for by check, EFT, ACH, or other means of fund transfer of which a record is kept. All school payments must be signed by two authorized individuals, one of whom must be the School Director, Business Service Provider, or an authorized member of the governing board.

Purchase Orders and Invoices
Invoices and Purchase Orders shall be checked for accuracy before payment is made. Copies of all invoices and purchase orders must be kept for auditing purposes.

The following controls are established to assure that all payments are made on a timely basis and in accordance with all purchase orders and contracts:
SECTION 7. FISCAL PROCEDURES

- Purchase order shall be completely filled out prior to purchase.
- Purchase order shall be signed by appropriate authorizing personnel.
- Completed purchase orders are to be sent to the Business Service Provider.
- Prior to payment being made, the Business Service Provider will require a valid invoice and properly completed and approved purchase order.
- Disbursements are to be made primarily by check with counter signatures to provide additional control.

Capital Expenditures Requiring Board Approval
It shall be the policy of the Governing Board, once each year, to review and approve a list compiled and submitted by the Business Service Provider of capital items for initial purchase, replacement, or repair. Such list shall be based upon requests from department heads. Emergency capital expenditures shall be minimized to maintain the integrity of the budget process and allow for adequate Board review.

Items or purchases totaling over $1,500 and have an anticipated life of more than one year shall be capitalized and depreciated rather than expensed. The period of time that items will be depreciated will be based on GAAP (Generally Accepted Accounting Practices). All items totaling less than $1,500 or an anticipated life of less than one year will be expensed in the year of purchase.

Bids-Publication, Time for Keeping
GreenWood will retain bid documents as required by State statute. Such records shall be stored either electronically with appropriate safeguards, in a locked cabinet at the school, or in a secure off-site storage facility.

Approval of School Expenses
The School Director may approve Level I and Level II purchases for educational equipment or supplies. Such purchases shall be made according to school procurement procedures. All purchases of educational equipment and supplies shall be constrained to the approved yearly budget amounts.

Purchases in excess of $5,000 must be signed by a member of the Governing Board. In accordance with 17B-1-642, the board may authorize the School Director or other officer approved by the board to act as the financial officer forth purpose of approving:

a. Payroll checks, if the checks are prepared in accordance with a schedule approved by the board.
b. Routine expenditures, such as utility bills, payroll-related expenses, supplies, and materials.
SECTION 7. FISCAL PROCEDURES

Procurement Procedures Guidelines

LEVEL I
$0 to $500
- Purchaser encouraged to seek the best possible sources of supply based on factors such as price, prior vendor performance, and delivery
- Direct purchase with approved PO
- Purchases may not be divided in order to avoid the next level.

LEVEL I
$501 to $5,000
- State contracts may be used if determined to be the best source.
- At least three vendors contacted for verbal, email, or written price quotes. Details must be documented on PO.
- Purchases may not be divided in order to avoid the next level.

LEVEL II
$5,001 to $10,000
- State contracts may be used if determined to be the best source.
- Requires approval of GreenWood Governing Board.
- Requires authorized agent to obtain three (3) competitive verbal, email, or written quotes. Details must be documented on PO.
- Purchases may not be divided in order to avoid the next level.

LEVEL III
$10,001 to $20,000
- State contracts may be used if determined to be the best source.
- Requires approval of GreenWood Governing Board.
- Requires formal bidding process.
- Purchases may not be divided in order to avoid the next level.

LEVEL IV
$20,001 and above for non-construction and architect-engineer services, and $50,000 and above for construction and architect-engineer services
- State contracts may be used if determined to be the best source.
- Sealed bid or RFP process required.
- Requires public notice.
- Requires approval of GreenWood Governing Board.
- Purchases may not be divided in order to avoid the next level.
C. USOE School Finance Training

Prior to beginning employment at GreenWood, the School Director, Program Director, and the Business Service Provider will be required to attend the USOE School Finance & Statistics trainings regarding the Minimum School Program. Ongoing training is required for all three positions. It is critical for the School Director, Program Director, and Business Service Provider to understand the financial reporting requirements, budget reports, indirect costs, reimbursements, funding, data submissions, and legislative changes that are constantly taking place. Without a thorough understanding of these requirements and changes, the school will not operate efficiently or effectively. Incorrect and untimely reporting can be very costly for the school. Individuals will be educated in this area to ensure cross-training and a watchful eye over the process.

D. Business Service Provider

The Business Service Provider is responsible for tasks related to facilities management, procurement, service contracts, and human resource management in addition to creating, implementing and driving forward a development plan of fundraising targets. Financial management responsibilities include directly managing the school budget including expenditures, collection of funds, deposits, recording keeping, and any other relevant financial information. He/she also oversees and implements green school and wellness programs and policies. The Business Service Provider assists the School Director with all projects and activities that create a successful school environment. The Business Service Provider will manage a small operations staff and report directly to the School Director.

Responsibilities of the Business Service Provider Include (but not limited to):

Budget and Finance

- Work with the School Director to develop and manage school's budget
- Coordinate on-site components of school financial systems such as purchase orders, payroll records, grant reports, and financial forms and reports
- Coordinate purchasing, delivery and inventory of all goods used by the school. Tasks include insuring proper order, receipt, invoice and processing for payment
- Attend State sponsored School Finance and Statistics training annually.
- Attend monthly board meetings and present financial data.
- prepare and submit to the board a detailed annual statement for the period ending June 30, of the revenue and expenditures, including beginning and ending fund balances;
- Assist the School Director in the preparation and submission of budget documents and statistical and fiscal reports required by law or the State Board of Education;
- Ensure that adequate internal controls are in place to safeguard the charter school’s funds.
- Perform other duties as the board or School Director may require.
SECTION 7. FISCAL PROCEDURES

Facilities / Procurement/ Inventory Management

- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security, and cleaning
- Procure and manage service contracts and vendor relationships including but not limited to; food service, transportation, photocopying, etc.
- Ensure that the school security system is adequate and operational.
- Oversee green school program and compliance issues.

Development/ Fundraising

- Ensure that all government and authorizer grant proposals and reports are completed on time
- Create a long-range development/ fundraising vision and annual strategic and operating plans to ensure that GreenWood properly identifies and maximizes opportunities, meets its goals and significantly grows funding while building long-term sustainability. Specifically:
  - Setting donor quantity and retention benchmarks to achieve both immediate (current FY) and long-term (next 3-5 years) development goals
  - Developing and implementing strategies and tactical plans to achieve goals for various donor segments
  - Conducting excellent donor interactions and communications (i.e. events, meetings, newsletters, grants)
  - Developing and maintain strong operations (i.e. donor tracking systems, data management, meeting prep and download systems, gift processing)

Human Resources/ Payroll/ Staff Recruitment

- Coordinate with School Director in the design and placement of staff recruitment advertisements
- Coordinate, complete school section, and copy to HR department all necessary paperwork involving hiring, change of status, termination, and administration of benefits.
- Provide overview of employee benefits to new and re-hires, and ensure benefit forms are distributed and collected
- Maintain school personnel files
- Maintain school staff attendance, reconciled with timesheets
- Prepare and process payroll in a timely manner and keep appropriate backup information filed at the school. Additional duties will include collecting and processing all relevant personnel information for hiring, terminations, over-time, benefits administration, etc.
- Assist the School Director in attaining substitute teachers, cooperating teachers and additional personnel as needed.
Management and Leadership

- Adhere to the policies, standards, and school-wide responsibilities described in the School Family and Staff Handbook.
- Directly supervise the school based Operations support staff (Custodian, Operations Manager, Office Coordinator, etc.)
- Ensure an orderly, responsive, friendly and open school
- Attend professional development courses as recommended by the Board.

Qualifications

- Master’s degree or higher with significant experience in a school or business setting where restructuring efforts were required; or
- At least five years secondary education or other management experience in a school, business, nonprofit, or public organization will be considered without benefit of post-graduate degree; and,
- Prior experience in hiring and human resources preferred
- Prior experience in an educational or non-profit setting preferred
- Experience in Accounting/Finance, Fundraising, Development and Human Resources required
- Excellent organizational, and leadership skills required
- Strong writing and communication skills
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
- Ability to multitask and keep multiple responsibilities on target simultaneously
- Commitment to excellence in all aspects of the functions of the position
- Solid experience in building effective community relationships
- Bilingual (English/Spanish) abilities preferred

The Business Service Provider must under all circumstances provide access to LEA records if requested by the State Charter School Board, Utah State Office of Education, and other state officers in their official capacity, and must provide supporting records, as requested by auditors, to facilitate the completion of such audits or reviews in a timely manner.

GREENWOOD Governing Board Agenda & Minutes
February 20, 2013
6:30pm-7:30pm

<table>
<thead>
<tr>
<th>Attendees/Invitees</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Summerhaze Lee, President</td>
</tr>
<tr>
<td>X Kathy Wood, Treasurer</td>
</tr>
<tr>
<td>X Jessie Kidd, Secretary</td>
</tr>
<tr>
<td>X Stephanie Howerton, Member</td>
</tr>
</tbody>
</table>
### Meeting Ground Rules:

- ☑ Be On Time
- ☑ Stay on Topic
- ☑ Everyone is Equal
- ☑ 1 Conversation at a time

<table>
<thead>
<tr>
<th>Item#</th>
<th>Subject</th>
<th>Presenter</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Quorum Call &amp; Welcome of Guests</td>
<td>Summerhaze Lee</td>
<td>5 Min</td>
</tr>
<tr>
<td>2.</td>
<td>Approval of Minutes from the January meeting Introduction of Agenda</td>
<td>Jessie Kidd</td>
<td>5 Min</td>
</tr>
<tr>
<td></td>
<td>SL motions JK seconds to approve minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Discussion on Articles of Incorporation and Bylaws</td>
<td>Kathy Wood</td>
<td>15 Min</td>
</tr>
<tr>
<td></td>
<td>KW motions JK seconds to approve Articles of Incorporation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>JK motions KW seconds to approve Bylaws</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>JK motions KW seconds to approve Financial Policy and Procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Charter Write Report: Section 9, and 16 Discussion</td>
<td>Summerhaze Lee</td>
<td>15 Min</td>
</tr>
<tr>
<td>5.</td>
<td>Open Public Comment: none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Presidents Report:</td>
<td>Kathy Wood</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>Next meeting, March 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Curriculum and Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Old Business: none</td>
<td>GW BOARD</td>
<td>5 min</td>
</tr>
<tr>
<td>8.</td>
<td>Adjournment: KW motions JK seconds to adjourn. All in favor, none opposed.</td>
<td>Summerhaze Lee</td>
<td>1 min</td>
</tr>
</tbody>
</table>
The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

GreenWood is a non-profit corporation located in Northern Utah. A Volunteer Board of Trustees will govern GreenWood.

**Governing Board**
A volunteer Governing Board will govern GreenWood. The initial number of the Board is 5 and shall be no less than 5 and no more than 9, with an expectation of 7 as the desired usual. At least two of the voting members of the Board must be a parent of a child currently attending GreenWood. If the number of Board Members is an equal number, or the quorum is an equal number, the Board Chair will not vote, unless to break a tie.

**Board Members**
The voting Board Members will elect the Board offices of Chair, Vice-Chair, Treasurer and Secretary.

**Election and Tenure**
New Board Members shall be elected or reelected by a majority of the existing Governing Board at each June annual meeting. Board terms shall end on June 30th of the respective term. To maintain the original vision of GreenWood, the initial Board Members (those who joined the Board in the first year of the development of the school) may remain on the Board for the first 5 years of operation. After the first 5 years of operation, initial Board Members will begin the same term limits as new Board Members. New Board Members shall not serve on the Board for more than 2 consecutive three-year terms. After which, they may be re-elected to the Board only after at least a one year sabbatical. At least two of the Board Members must be a parent of a child currently attending the school. These positions will be filled with parents who turn in applications to the existing Board. All positions on the Board will be filled through majority vote by the Board.

**Removal of Board Members**
Any Trustee who has 2 or more unexcused absences at Board meetings and/or does NOT complete assignments regularly to the satisfaction of the Board, having been given due notice, shall be subject to removal if the remaining Board so deems by a majority vote. Regardless of the foregoing, any Trustee may be removed by a majority vote of the Governing Board whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice, if any, of the person so removed.

Additionally, semi-annually, parents/guardians can seek removal of a Board Member by organizing a petition drive in which 2/3 of the school’s legal guardians must sign the petition (email signatures are not accepted).
a) The Board must be notified in writing that a group is starting a petition to remove a Board Member.
b) The group has two weeks from that date to collect the necessary signatures.
c) Each legal guardian of a student (i.e. both parents) who are listed on official school records as such have the option to sign.
d) A petition can only be circulated twice a year.

The petition must list the name of the one Board Member who the group would like to be removed.

a) The Board Member is removed if a 2/3 majority request the removal.
b) Collected signatures are verified by school administration.
c) Board Chair (Vice-Chair if member to be removed is the Chair) must receive notice of collected signatures and place item on the next Board meeting agenda.

During an open public meeting the Board Member is replaced by another member appointed by the Board of Directors.

Requirements
In order to understand the mission of the school and make decisions in the best interest of the school, each voting member of the Board shall be required to attend an EL sponsored Expeditionary Learning conference in the first two years of tenure after the school is in operation. EL conferences are part of the MOU that GreenWood will sign with Expeditionary Learning. The cost of this training has been budgeted for in the MOU.

Vacancies
Any Trustee may resign at any time by giving written notice, either paper or electronic, to the Chair of the GreenWood. Such resignation shall take effect at the time specified therein, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The Board shall publicly announce the number of vacancies and consider nominations from parents and community at large. Vacancies shall be filled by the affirmative vote of a majority of Trustees then in office.

Officers of the Board

Chair
The Chair shall, subject to the direction and supervision of the Governing Board: (1) preside at all meetings of the Governing Board; (2) see that all orders and resolutions of the Governing Board are carried into effect; and (3) perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair.

Vice-Chair
The Vice-Chair shall assist the Chair and shall perform such duties as may be assigned by the Chair or by the Governing Board. The Vice-Chair shall, at the request of the Chair, or in his
absence or inability to act, perform the duties of the Chair and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair.

**Treasurer**
The Treasurer shall: (1) be the principal financial officer of the corporation and have the care and custody of all its funds, securities, evidences of indebtedness and other personal property and deposit the same in accordance with the instructions of the Governing Board; (2) receive and give receipts and a quittance for moneys paid on account of the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of GreenWood of whatever nature upon maturity; (3) unless there is a controller, be the principle accounting officer of the corporation and as such prescribe and maintain the methods and systems of accounting to be followed, keep complete books and records of account, prepare and file all local, state and federal tax returns and related documents, prescribe and maintain an adequate system of internal audit, and prepare and furnish to the Chair and the Governing Board statements of accounts showing the financial position of GreenWood and the results of its operations; (4) upon request of the Board, make such reports to it as may be required at any time; and (5) perform all other duties incident to the office of treasurer and other such duties as from time to time may be assigned to him/her by the Chair of the Governing Board. Assistant Treasurers, if any, shall have the same powers and duties, subject to supervision by the Treasurer.

**Secretary**
The Secretary shall: (1) keep the minutes of the proceedings of the Governing Board and any committees of the Board; (2) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (3) be custodian of the corporate records and of the seal of the corporation; and (4) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Chair or by the Governing Board. Assistant Secretaries, if any, shall have the same duties and powers, subject to supervision by the Secretary.

**Advisors to the Board**
GreenWood shall have Advisors to the Board. The Advisors shall be made up of parents, and experts in fields such as budget, education, health, environment, law, etc. Advisors shall be elected or re-elected by a majority of the voting Board Members at each annual June meeting or as otherwise determined by the Board. Advisors shall serve an indefinite term and shall make an effort to attend as many Board meetings as they are able. Advisors may be removed at any time by a majority of voting Board Members.

**Board Crews**
The Board shall have power to set up special committees called “Board Crews” that shall answer directly to the Board. These Crews will generally be made up of Founding Members (those who will make a significant contribution to the development of the school) and be a crucial part of the implementation plan during the planning year before the school opens. These crews may include Procurement, Technology, Marketing, Grants, Donations, Partnerships, etc.
SECTION 8. ORGANIZATIONAL STRUCTURE

Family Crews/ Steering Committee
A Steering Committee will be made up of 3-4 family volunteers who will oversee the forming of and the operating of Family Crews. The Steering Committee will make sure that families of the school have the opportunity to be assigned to a Family Crew and they will bring any concerns, requests, and comments from the Family Crews to the Board. Family crews will assist the Board and school administration in overseeing such things as playground equipment, transportation, records, newsletters, fine arts, assessments, health and wellness activities, portfolios, etc.

Board Meetings

**Regular Meetings**
Regular meetings of the Board shall be held at least 10 times each year. Notice for these meetings shall be given at least 24 hours prior to the meeting and the Board will make every attempt to provide notice well in advance. Board meetings will be held at the school. Notices will be posted on the school website, physically posted on the schools bulletin board, and submitted to the Utah Public Meetings website. In the event that a Board meeting will be held at a location other than the school, Trustees will post a notice at the location the meeting will be held. An annual meeting will be held each year in June. Board meetings will remain open to the public unless a closed session is convened by a majority vote of members present and shall only be for reasons allowable by Utah State Statute §52-4-204. Closed sessions will be subject to the requirements of Utah State Open Meetings Laws. Board Members will review Utah Open Meetings Laws on an annual basis.

**Special Meetings**
Special Meetings of the Governing Board may be called by or at the request of the Chair or any two Trustees. The person or persons authorized to call Special Meetings of the Governing Board will provide proper notice and may fix any place, date and time for holding any Special Meeting of the Board called by them. Special Meeting will follow normal open meeting requirements as outlined by the State of Utah.
A. School Leaders

Information for each Founder and Governing Board member responsible for the day-to-day operations of the School can be found on the following pages.

Name  Kathy Wood
Role with school  Board Treasurer
Expertise  Health & Wellness, Business, Accounting

Statement of Intent:
My role on the Governing Board is the Treasurer. I have a Master’s degree in Accounting and over twenty years in the accounting field and I have worked for both private and governmental agencies. I have over ten years of management experience along with payroll, taxes, bonds, AP, AR, cash management, general ledger, and various reporting.
I co-founded Hospice Care of Northern Utah, a holistic hospice in Pleasant View, UT. We developed and implemented the program in accordance to government regulations and passed the state and federal reviews with no issues.

I have over fifteen years in the health and wellness field and hold a Massage Therapy license in the State of Utah. I have a Bachelor degree in herbology and I am a trained drum circle facilitator. Most of all, I am a mother of a seven year-old son who has been my inspiration for putting this school together.

I am committed to do everything I can do to assist this school in becoming a reality. I look forward to seeing the children flourish in this environment. I know we can make a difference in the lives of our students, their families, and our community and I am 100% committed to it.

**Not-for-Profit History:**
I have worked as an Accountant for a non-profit agency for domestic abuse where I managed AP, AR, Payroll and accounting for the grants and investments. I learned how to track and account for grants and donations.

I currently work as an Accountant for a Local Government (Water District) where I oversee the accounting (GL, AP, AR, Payroll, etc.). I am responsible for monthly financial reporting. I record transactions relating to bond transactions. I work directly with the auditors on year-end financials. I created a database to collect and report the required transparency information.

**Employment History:**
I started my accounting career with Private Industry Council where I was responsible for accounting functions of this non-profit business. We managed the JTPA program to prepare youth and unskilled adults for entry into the labor force. During the summer months I assisted with the Summer Youth program where I interviewed youth for the work program where they explored the world of working, art, and exercise.

1997-2010  Flying J Inc – Ogden, UT
I started Flying J as a revenue accountant and was quickly promoted to Assistant Accounting Manager where I managed a department of three accountants. In 2005 I became the Payroll manager overseeing a staff of fifteen. I was responsible for paychecks for 15,000 employees in US and Canada. Some of my key responsibilities were:

- Oversaw the fiscal management of the department.
- Budget preparation and adherence.
- Worked on teams to implement several payroll projects.
- Monthly account reconciliations for over 500 accounts
- Cash management
Governmental reporting to Minerals Management Service for Severance and Advalorem taxes
Financial audits

I am currently working as an Accountant for Weber Basin, a local district of government. I oversee all the accounting functions, including:

- Accounts Payable
- Accounts Receivable
- Payroll (941’s, W2’s, SUTA, WC, etc.)
- Governmental reporting
- Financial audits
- Cash management
- Creating and Uploading Transparency data (quarterly and annual)

Education History:

The School of Natural Healing — Springville, UT
Bachelor of Science (BS) in Herbology, 2011

Ogden Institute of Massage Therapy (1999) — Ogden, UT
Licensed under the State of Utah

Weber State University — Ogden, UT
Master of Professional Accountancy, 1998

Other Trainings and Certifications
CPR (Certified by the American Red Cross), 2012
Drum Circle Facilitator (Trained in 2010)
# Section 8. Organizational Structure

## Affidavit, Disclosure, and Consent for Background Check

Instructions: Return this signed and notarized affidavit with the application.

<table>
<thead>
<tr>
<th>Name</th>
<th>Kathy Wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1571 11th Street</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Ogden, UT 84404</td>
</tr>
</tbody>
</table>

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.  
   - YES [ ] NO [x]

2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.  
   - YES [x] NO [ ]

3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 52-16-3075 declared bankruptcy in the 7 years preceding the date of this application?  
   - YES [ ] NO [x]

4. Do you have outstanding or unresolved civil judgments against you?  
   - YES [ ] NO [x]
A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR GREENWOOD CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]

Applicant's Signature

Subscribed and sworn before me this 26th day of March, Year 2013.

County of Davis State of Utah

SECTION 8. ORGANIZATIONAL STRUCTURE

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name ____________________________ Summerhaze E. Lee

Role with school __________________ Board Secretary

Expertise __________________________ Health Promotions and Developmental Disability

Statement of Intent:
I am serving as the Board Secretary. I have a Health Promotions Major with a Women’s Studies Minor from Weber State University. I work with adults with disabilities and work on programs that involve active treatment at a residential care facility. I have committed to writing the section on Special Education and help in reviewing the other sections.

Not-for-Profit History:
In my former job, I worked for six years for a not-for-profit company that served adults with disabilities.

Employment History:
With my previous job and my current career, I am working with adults with disabilities. Both places of employment deal with implementing programs which make sure the residents are not only living a high quality of life, but are also involved in programs that suit their needs and abilities.

Education History:
I graduated from Weber State University in the spring of 2009 with a Health Promotions Major and a Women’s Studies Minor. During my last semester, I worked on a grant application to get funding to implement a Wellness Program at St. Anne’s Center (a local homeless shelter). The grant was denied, however, I was able to gather sponsors who were willing to help fund the program.
### Section 8. Organizational Structure

**Affidavit, Disclosure, and Consent for Background Check**

Instructions: Return this signed and notarized affidavit with the application.

<table>
<thead>
<tr>
<th>Name</th>
<th>Summerhaze F. Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>539 Brinker Ave.</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>Ogden, Utah 84404</td>
</tr>
</tbody>
</table>

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet. 

   | YES [ ] NO[X] |

2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.

   | YES [X] NO[ ] |

3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?

   | YES [ ] NO[X] |

4. Do you have outstanding or unresolved civil judgments against you?

   | YES [ ] NO[X] |
A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR  GreenWood  CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]

Applicant’s Signature

Subscribed and sworn before me this 18 day of March, Year 2013.

County of Weber  State of Utah

Notary Public  [Signature]  My Commission Expires  

[Seal]
BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Lucile Kelly Lowrey
Role with school: Board of Directors
Expertise: Legal

Statement of Intent:
Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

Although my career path has not previously crossed the education arena, I have always had an avid interest in formal education as I believe it to be one of the most important aspects of a child’s development. I am excited to bring my passion and professional skills to the governing board so as to advance the mission of GreenWood Charter School.

Not-for-Profit History:
Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

During the time I have resided in Ogden I have made it a point to be involved in the community in a number of different ways. As a new lawyer I built my business by giving free legal seminars at local community centers and businesses such as Hill Air Force Base Family Service Center, Autoliv, ATK Thiokol, and LDS Social Services. I advertised the seminars in local newspapers and human resource departments and invited any interested individuals to attend. Over the years I presented over 30, hour-long seminars on divorce and post-divorce matters, adoption, and estate planning.

For two consecutive years, I along with a colleague, organized and presented a free Law Day Symposium for Weber State University students. The symposium consisted of 45-minute lectures scheduled throughout the day on approximately five different legal topics. The purpose was to expose students to different areas of the law and answer questions regarding the pursuit of a legal career.

From 2001 through 2005 I was an active member of the Junior League of Ogden. The Junior League is an organization of women committed to promoting voluntarism, developing the potential of women, and improving communities through action and leadership of trained volunteers. Its purpose is exclusively educational and charitable.

From 1995 through 1999 I sat on the Utah Trial Lawyers Association Board of Governors and from 2002 through January 2009 I sat on the Board of Directors for Wasatch International Adoptions.
Both of these organizations provide a tremendous service to people in need and I feel privileged to have been able to contribute my time, energy and legal knowledge to these organizations.

Currently, I volunteer for the Snowbasin Ski & Educational Foundation (SSEF). My son has raced for the Snowbasin ski team for the past nine years and I am engaged in SSEF’s fund raising efforts, assist at racing events, and provide legal counsel when requested.

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

TAB Bank, Ogden, Utah - Associate Vice President, Assistant General Counsel & Corporate Secretary (October 2010 – Present)
Flying J Inc., Ogden, Utah - Senior Corporate Counsel (May 2003 – September 2010)
Fairbanks Capital Corp., Salt Lake City, Utah - Counsel (October 2001 – April 2003)
Van Cott, Bagley, Cornwall & McCarthy P.C., Ogden, Utah - Associate Counsel, (October 1997 to November 1999)
Helgesen, Waterfall & Jones, P.C., Ogden, Utah – Associate Attorney (November 1993 to September 1997)

Education History:
Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

Juris Doctor
Bachelor of Arts – Communication

University of Denver, Denver, Colorado – 1993
University of St. Thomas, Houston, Texas – 1984

*The information provided will be subject to verification by the board.
**AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK**

Instructions: Return this signed and notarized affidavit with the application.

Name: Lucile Kelly Lowrey
Address: 4260 Spring Road
City, State, Zip: Ogden, Utah 84403

<table>
<thead>
<tr>
<th></th>
<th>YES [ ] NO X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer: YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</td>
<td>YES X NO [ ]</td>
</tr>
<tr>
<td>2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.</td>
<td>YES X NO [ ]</td>
</tr>
<tr>
<td>3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 57-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?</td>
<td>YES [ ] NO X</td>
</tr>
<tr>
<td>4. Do you have outstanding or unresolved civil judgments against you?</td>
<td>YES [ ] NO X</td>
</tr>
</tbody>
</table>
SECTION 8. ORGANIZATIONAL STRUCTURE

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR GREENWOOD CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]

Applicant’s Signature

Subscribed and sworn before me this 25th day of March, Year 2013.

County of Weber State of Utah

Notary Public [Signature] My Commission Expires 01-03-2015

ALISA BUCHANAN
Notary Public | State of Utah
Commission # 604331
COMM. EXP. 01-03-2015
Name: Stephanie Howerton

Role with school: Board Trustee

Expertise: Working with Non-Profits, Owning my own business, Supervising Groups

Statement of Intent:
I have significant experience working with nonprofits, supervising large groups of people, one on one with people and working on and with a Board. I commit to support this school and making it happen.

Not-for-Profit History:
I worked for the Granite School District for two years. I worked for the GIFTS program helping young adults learn work skills. In that time I worked closely with teachers and other educators to create a good learning environment for the young adults I was working with.

I also worked for Rise, Inc. for 16 years. They are a nonprofit that supports children and adults with disabilities. I worked closely with many state agencies during this time and other nonprofits. I was the Director for the Northern part of the state for Rise. In this time I supervised Professional Parenting, Family Support, Jets, Supported Employment in Logan, Weber and Davis County areas, Supported Living and Residential in Logan and Service Broker in Weber/Davis County. I supervised all the Coordinators for these programs, the Administrative Assistant, the Nurse, and partial supervision for the Therapist and Behaviorist. I worked with small and large groups and organizing them.

I was also on the Board of Trustees at the Unitarian Universalist Church of Ogden. I am currently on the Social Justice Committee that works closely with the Board. For this committee I have also started a biannual Clothing Swap open to the community. I organize and plan this successful event.

I am also on the PTA at Polk Elementary. I have revitalized its Reflections program and I am excited to be over it next year for my third year.

Employment History:
I worked for the Granite School District from September 1994 to May 1996. In that time I did the following:

- Tracker/Trainer for the GIFTS program. Taught students (ages 18-22) to learn job appropriate skills, community access skills and in using Utah Transit Authority system.
I also worked for Rise Inc. from March 1993 to 2009. In that time I did the following:

- Advisor and Coordinator for Salt Lake Aging. I was responsible for all aspects of supporting the people that lived in these homes.
- Coordinator for Professional Parenting and Family Support in Salt Lake and Ogden area. I supervised all areas of Professional Parent families and staffing issues. I also oversaw all paperwork for these two areas.
- Helped to start the Jets program in the Ogden area. This is an afterschool program for kids that have mental health and behavioral needs.
- Director for Northern Region supervising Professional Parenting, Family Support, Jets, Supported Employment in Logan, Weber and Davis County areas and Supported Living and Residential in Logan and Service Broker in Weber/Davis County. I supervised all the Coordinators for these programs, the Administrative Assistant, the Nurse, and partial supervision for the Therapist and Behaviorist. I retired from this position after the birth of my third child. I oversaw all budgets for the region and individual programs. I also supervised internal audit standards as well as handled and prepared for our yearly state audits from DSPD and DCFS.
- Service Broker for Weber and Davis County. I continued to do Service Brokering for Rise, Inc. part time. This job was helping people to get connected to services in the community like food stamps, busing, job services and more.

I currently own and run my own business Our Children’s Earth, LLC. I make and sell Eco Friendly items. I manage all financial aspects of this business.

**Education History:**
I graduated from Westminster College with a Bachelors of Science in 1996. I had a Psychology major, Sociology/Art minor. I graduated Cum Laude.

**SECTION 8. ORGANIZATIONAL STRUCTURE**

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**AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK**

Instructions: Return this signed and notarized affidavit with the application.

Name: Stephanie Wisely-Young-Howerton

Address: 2730 Pierce Ave

City, State, Zip: Ogden, Utah 84403

---

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.

   | YES [ ] NO [X] |

2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.

   | YES [X] NO [ ] |

3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 57-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?

   | YES [X] NO [ ] |

4. Do you have outstanding or unresolved civil judgments against you?

   | YES [X] NO [ ] |
SECTION 8. ORGANIZATIONAL STRUCTURE

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the charting entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the charting entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Greenwood CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]
Applicant’s Signature

Subscribed and sworn before me this 27 day of March Year 2013.

County of WEBER State of UTAH


RICHARD PRINCE
Notary Public State of Utah
Commission # 532969
My Commission Expires March 10, 2016
**Background Information Sheet**

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Jessie Kidd

Role with school: Board Chair

Expertise: School leadership

**Statement of Intent:**
Since reading the mission and purpose of GreenWood, I have been pulled to join the founding members of this school in helping it get off the ground. My intent in joining the board is to help it develop a clear role of governance as it prepares for its start-up and implementation years in preparation of its hire of the school Director.

**Not-for-Profit History:**
I have been involved with Charter schools for the past decade, working closely with other school leaders to continue to improve my Charter school, here in Utah while maintaining relationships with state and national leaders in the student advocacy movement. I serve on the UAPCS board, representing charter schools as we advocate for the holistic needs of the charter movement in Utah.

**Employment History:**
- 2000-2002  Office Manager  Gunner’s Collision and Repair
- 2002-2004  Teacher  Weber School District
- 2004-2007  Teacher  DaVinci Academy of Science and the Arts
- 2007-2008  Dean  DaVinci Academy of Science and the Arts
- 2008-2010  Director  DaVinci Academy of Science and the Arts
- 2010-Present Executive Director for Development DaVinci Academy

**Education History:**
- 1998  BS, Secondary Education  USU
- 2008  MS of Education, Leadership and Innovation  WGU

**The information provided will be subject to verification by the board.**
Affidavit, Disclosure, and Consent for Background Check

Instructions: Return this signed and notarized affidavit with the application.

Name _______ JESSIE KIDD

Address _______ 654 E 3225 N

City, State, Zip _______ NORTH OGDEN, UTAH 84414

1. Have you ever been convicted or pled “no contest,” or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.

YES [ ] NO [x]

2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.

YES [x] NO [ ]

3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had “substantial interest” as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?

YES [ ] NO [x]

4. Do you have outstanding or unresolved civil judgments against you?

YES [ ] NO [x]
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WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR  

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

______________________________
Applicant's Signature

Subscribed and sworn before me this 1st day of April, Year 2013.
County of Weber State of Utah
Notary Public Lynvee S. Hardy My Commission Expires 01/23/2015

LYNEVE S. HARDY
NOTARY PUBLIC STATE OF UTAH
COMMISSION 694457
1794 N. 600 E.
Ogden, Utah 84404
COMM. EXP. 01-23-2015
BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name: Carey D. Lloyd

Role with school: Board Member

Expertise: Pediatrician/Medical

Statement of Intent:
Using as much space as necessary below, provide a personal statement regarding your role on the governing board, expertise you bring to the board, and commitment to this application as it has been written.

My role on the board will be an advisor, collaboration facilitator, and sounding board, from a medical perspective, with issues and content. I have been a practicing, office based, board certified Pediatrician in Weber and Box Elder counties for the past 17 years.

Not-for-Profit History:
Using as much space as necessary below, please provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.

Chair of OB/Peds committee at the Brigham City Community Hospital (BCCH) for two 2 year terms.
Chair of Credentialing Committee for one 1.5 year term
President of the medical staff for one 2.5 year term
Chair of the Medical Executive Committee (MEC) for one 2.5 year term
MEC member for nearly 10 years
Executive Board member for BCCH for 2.5 years
Member of the Brigham City Youth Commission, Executive Board for 10 years.
Chairman of the Brigham City Youth Commission, Youth Empowerment Team, a CTC program for 8-9 years.

Employment History:
Using as much space as necessary below, please provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.

I have been a small business owner for 15 years. After initially practicing for 1.5 years as an employed provider at a large clinic in Ogden, I started a solo practice in Brigham City with 1 other employee. Now after 15 years the business has grown to 2 locations, Brigham City and Farr West,
with 3.5 medical providers and 15 other employees, all of whom have been employed for 2-15 years (5 for 10 or more years). I have maintained the administrative roll in running the business of a medical practice.

Education History:
Using as much space as necessary below, please provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.

BA degree in French, with a minor in Chemistry, University of Utah 1983-1988
MD degree from the University of Utah School of Medicine 1989-1993
Pediatric residency training, Doerenbacher Children’s Hospital, Oregon Health Sciences University, Portland, Oregon. 1993-1996

*The information provided will be subject to verification by the board.
**SECTION 8. ORGANIZATIONAL STRUCTURE**

**AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK**

Instructions: Return this signed and notarized affidavit with the application.

<table>
<thead>
<tr>
<th>Name</th>
<th>Carey D. Lloyd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>2292 Fruitland Drive</td>
</tr>
<tr>
<td>City, State, Zip</td>
<td>North Ogden, Utah</td>
</tr>
</tbody>
</table>

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.  
   YES [ ] NO[X]

2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant’s record after he was 18 years old. The background check applicant is responsible for the cost of the background check.  
   YES[X] NO[ ]

3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?  
   YES [ ] NO[X]

4. Do you have outstanding or unresolved civil judgments against you?  
   YES [ ] NO[X]
A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Applicant's Signature

Subscribed and sworn before me this ______ day of _______________ Year_________.

County of __________________________ State of __________________________.

Notary Public __________________________ My Commission Expires ____________
B. Non-profit Experience

GreenWood’s Governing Board has a high level of combined non-profit experience. Some have served on non-profit boards while others have worked as employees, performing such tasks as accounting, management, fundraising, grant management, and school leadership. The Governing Board has over fifty years of combined non-profit experience which should give confidence to the public knowing that the School will be managed appropriately.

C. Articles of Incorporation

The following Articles of Incorporation were approved by the Governing Board on February 20, 2013 in an open public meeting. (See Section 7 for Approved Minutes).

ARTICLES OF INCORPORATION

OF

GreenWood

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for such Corporation:

Article I
NAME

The name of the corporation is GreenWood.

Article II
DURATION

The period of duration of this corporation is perpetual.
Article III
PURPOSE

To act and operate exclusively as a nonprofit corporation pursuant to the laws of
the State of Utah, and to act and operate as a charitable organization in the operation and
support of a private or public school.

The corporation may engage in any and all activities and pursuits, and to support
or assist such other organizations, as may be reasonably related to the foregoing and
following purposes.

The corporation may engage in any and all other lawful purposes, activities and
pursuits, which are substantially similar to the foregoing and which are or may hereafter
be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with
those powers described in the Utah Nonprofit Corporation and Cooperation Association
Act, as amended and supplemented.

The corporation may solicit and receive contributions, purchase, own and sell real
and personal property, make contracts, borrow, invest corporate funds, spend corporate
funds for corporate purposes, and engage in any activity "in furtherance of, incidental to,
or connected with any of the other purposes."

No part of the net earnings of the corporation shall inure to the benefit of, or be
distributable to, its members, trustees, officers, or other persons, except that the
corporation shall be authorized and empowered to pay reasonable compensation for
services rendered to the corporation and to make payments and distributions in
furtherance of the purposes set forth herein.

No substantial part of the activities of the corporation shall be the carrying on of
propaganda, or otherwise attempting to influence legislation, and the corporation shall
not participate in, or intervene in (including the publishing or distribution of statements)
any political campaign on behalf of any candidate for public office except as authorized
under the Internal Revenue Code of 1954, as amended.

The corporation shall not carry on any other activities not permitted to be carried
on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal
Revenue Code of 1954, as amended (or the corresponding provision of any future United
States Internal Revenue law).
SECTION 8. ORGANIZATIONAL STRUCTURE

**Article IV**
**MEMBERS/STOCK**

The corporation shall not have Members or Stock.

**Article V**
**BY-LAWS**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI**
**DIRECTORS**

The number of directors of this Corporation shall be three (3), or more than three, but not more than forty five (45), as fixed from time to time by the By-Laws of the Corporation. The names and addresses of the persons who are to serve as original members of the Board of Trustees until their successors are elected and shall qualify are:

**Names and Addresses**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Wood</td>
<td>1571 11&lt;sup&gt;th&lt;/sup&gt; Street</td>
</tr>
<tr>
<td></td>
<td>Ogden, UT 84404</td>
</tr>
<tr>
<td>Summerhaze Lee</td>
<td>539 Brinker Ave</td>
</tr>
<tr>
<td></td>
<td>Ogden, UT 84404</td>
</tr>
<tr>
<td>Carey L. Lloyd</td>
<td>2292 Fruitland Drive</td>
</tr>
<tr>
<td></td>
<td>North Ogden, UT 84404</td>
</tr>
<tr>
<td>Jessie Kidd</td>
<td>645 E 3225 N</td>
</tr>
<tr>
<td></td>
<td>North Ogden, UT 84414</td>
</tr>
<tr>
<td>Kelly Lowrey</td>
<td>4260 Spring Rd</td>
</tr>
<tr>
<td></td>
<td>Ogden UT 84403</td>
</tr>
<tr>
<td>Stephanie Howerton</td>
<td>2736 Pierce Ave</td>
</tr>
<tr>
<td></td>
<td>Ogden UT 84403</td>
</tr>
</tbody>
</table>
Article VII
INCORPORATORS

The names and addresses of the incorporators are:

Names and Addresses

Jessie Kidd
645 E 3225 N
North Ogden, UT  84414

Summerhaze Lee
539 Brinker Ave
Ogden, UT  84404

Kathy Wood
1571 11th Street
Ogden, UT  84404

Kelly Lowrey
4260 Spring Rd
Ogden, UT  84403

Stephanie Howerton
2292 Fruitland Drive
North Ogden, UT  84404
SECTION 8. ORGANIZATIONAL STRUCTURE

Article VIII
REGISTERED OFFICE AND AGENT

The address of the corporation’s initial registered office shall be:

1920 W 250 N Suite 17
Marriott-Slaterville UT 84404

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporation’s initial registered agent at such address shall be:

Kathy Wood
1571 11th Street
Ogden, UT 84404

I hereby acknowledge and accept appointment as corporate registered agent:

[Signature]

Kathy Wood
**Article IX**

**PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be 1920 W 250 N Marriott-Slaterville, UT 84404. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

**Article X**

**DISTRIBUTIONS**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

**Article XI**

**DISSOLUTION**

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.
In witness whereof, we, Summerhaze Lee, Kathy Wood, Kelly Lowery, Jessie Kidd and Stephanie Howerton have executed these Articles of Incorporation in duplicate this 20th day of February, 2013, and say:

That we are all incorporators herein; that we have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of our knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters we believe to be true.

Summerhaze Lee

Kathy Wood

Stephanie Howerton

Kelly Lowery

Jessie Kidd
D. Bylaws

The following Bylaws were approved by the Governing Board on February 20, 2013 in an open public meeting.  (See Section 7 for Approved Minutes).

GreenWood

BYLAWS

ARTICLE I  Offices
Section 1.1  Business Offices
Section 1.2  Registered Offices

ARTICLE II  Members
Section 2.1  Classification & Election of Members

ARTICLE III  Board of Trustees
Section 3.1  General Powers
Section 3.2  Numbers, Election, Tenure and Qualifications, Voting Members
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ARTICLE I
OFFICES

Section 1.1 Business Offices. The principal office of the corporation shall be located in the city of Ogden and the county of Weber, Utah. The corporation may have such other offices either within or outside Utah, as the Board of Trustees may designate or as the affairs of the corporation may require from time to time.

Section 1.2 Registered Office. If a registered office of the corporation is required to be maintained in Utah, it may be, but need not be, the same as the principal office, if in Utah, and the address of the registered office may be changed from time to time by the Board of Trustees.

ARTICLE II
MEMBERSHIP

Section 2.1 Classification & Election of Members. The corporation shall have no members.

ARTICLE III
BOARD OF TRUSTEES

Section 3.1 General Powers. The business and affairs of GREENWOOD shall be managed by its Board of Trustees, except as otherwise provided in the Utah Nonprofit Corporation and Co-operative Association Act, the articles of incorporation or these bylaws.

Section 3.2 Number, Election, Tenure and Qualifications for Voting Board Members. It is the desire of GreenWood to have at least one accountant, one formal educator, one health
educator, and one environmental educator on the Board of Trustees at all times. When one of these positions becomes available, GreenWood shall seek to fill the position with someone who possesses the qualifications for that position. Should a Board of Trustee leave the board to become a staff member, the board member shall actively engage in the replacement efforts for their position and assist in the training of the new board member. The number or board members is a minimum of 5, no more than 9, with an expectation of 7 as the desired usual. Any action of the Board of Trustees to increase or decrease the number of Trustees, whether expressly by resolution or by implication through the election of additional Trustees, shall constitute an amendment of these bylaws effecting such increase or decrease. Trustees shall be elected or reelected by a majority of the existing Board of Trustees at each June annual meeting. Board terms shall end on June 30th of the respective term. The number or board members is a minimum of 5, no more than 9, with an expectation of 7 as the desired usual. Any action of the Board of Trustees to increase or decrease the number of Trustees, whether expressly by resolution or by implication through the election of additional Trustees, shall constitute an amendment of these bylaws effecting such increase or decrease. Trustees shall be elected or reelected by a majority of the existing Board of Trustees at each June annual meeting. Board terms shall end on June 30th of the respective term. The first five years of operation the Founding Board Members (those who joined the Board in the first year of the development of the school) can remain on the Board in order to maintain the original vision of GREENWOOD. After the school has been in operation for 5 years, Founding Board Members fall under the same rotation as Non-Founding Board Members. New board members shall not serve on the board for more than 2 consecutive three-year terms. After which, they may be re-elected to the Board only after at least a one year sabbatical. At least 2 of the Voting Board Members must be a parent of a child currently attending the school. Theses 2 Voting Board Members must come from 2 different families. Any Trustee who has 2 or more unexcused absences at board meetings and/or does NOT complete assignments regularly to the satisfaction of the Board, having been given due notice, shall be subject to removal if the remaining Board so deems by a majority vote. Regardless of the foregoing, any Trustee may be removed by a majority vote of the Board of Trustees whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice, if any, of the person so removed. Each Voting Board Member shall be required to attend a national conference sponsored by Expeditionary Learning within his or her 1st two years of tenure. 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Section 3.3 Number, Election, Tenure and Qualifications of Advisory Board Members (Non-Voting Board Members). Advisory Board members shall be elected or reelected by a majority of the voting Board Members at each annual June meeting or as otherwise determined by the Board. Advisory Board members shall serve an indefinite term and shall make an effort to attend as many board meetings as they are able. Advisory Board members may be removed at any time by a majority of Voting Board Members.

Section 3.4 Vacancies. Any Trustee may resign at any time by giving written notice, either paper or electronic, to the chair of GREENWOOD. Such resignation shall take effect at the time specified therein, and unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The Board shall publicly announce the number of vacancies available and shall consider any nominations from parents or the community at large. Vacancies shall be filled by the affirmative vote of a majority of the Trustees then in office.

Section 3.5 Regular Meetings and Attendance. Regular meetings of the Board of Trustees shall be held at least 10 times each year. Notice for such meetings shall be given at least one week in advance. An annual meeting shall be held each year in June. Board meetings will remain open to the public unless a closed session is convened by a majority vote of members.
SECTION 8. ORGANIZATIONAL STRUCTURE

present; which closed session will be subject to the requirements of Utah State Open Meetings Laws.

Section 3.6 Special Meeting. Special meetings of the Board of Trustees may be called by or at the request of the chair or any two Trustees. The person or persons authorized to call special meetings of the board of Trustees will provide proper notice and may fix any place, date and time for holding any special meeting of the board called by them; which special meeting will follow normal open meeting requirements as outlined by the State of Utah.

Section 3.7 Notice. Notice of each meeting of the Board of Trustees stating the place, day and hour of the meeting shall be given to each Trustee at his or her business or home address at least five days prior thereto by mailing of written notice by first class, certified or registered mail or at least two days prior thereto by personal delivery of written notice or by telephone notice or by email (the method of notice need not be the same to each Trustee). If mailed, such notice shall be deemed to be given when deposited in the US mail, with postage thereon prepaid. If emailed, such notice shall be deemed to be given when the email is sent. Any Trustee may waive notice of any meeting before, at or after such meeting. The attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully called or convened.

Section 3.8 Quorum and Voting. A majority of the number of Trustees fixed by section 2 of this Article III shall constitute a quorum, but if less than such majority is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time without further notice than an announcement at the meeting, until a quorum shall be present. No Trustee may vote or act by proxy at any meeting of Trustees.

Section 3.9 Manner of Acting. The act of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

Section 3.10 Meetings by Telephone or other Electronic Device. Members of the Board of Trustees or any other committee thereof may participate in a meeting of the board or committee by means of conference telephone or similar communications equipment. Such participation shall constitute presence in person at the meeting.

Section 3.11 Action Without a Meeting. All official actions of the board must be done in a public meeting in accordance with Utah State law.

Section 3.12 Presumption of Assent. A Trustee of GREENWOOD who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his dissent is entered in the minutes of the meeting, or unless he files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Trustee who voted in favor of such action.

Section 3.13 Compensation. Trustees shall not receive compensation for their service on the board, although the reasonable expenses relating to the furtherance of the corporation’s mission may be paid or reasonable compensation paid for services rendered in the furtherance of the corporation’s mission outside of service on the Board of Trustees, but only in accordance to Utah State Law.


**SECTION 8. ORGANIZATIONAL STRUCTURE**

Section 3.14 Executive and Other Committees. By one or more resolutions, the Board of Trustees may designate from among its members an executive committee and one or more other committees.

**ARTICLE IV**

OFFICERS AND AGENTS

Section 4.1 Number and Qualifications. The Officers of GREENWOOD shall be a chair, a vice-chair, secretary and a treasurer. The Board of Trustees may also elect or appoint such other officers, assistant officers and agents, including an executive director, one or more vice-chairs, a controller, assistant secretaries and assistant treasurers, as it may consider necessary. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of chair and secretary. Officers need not be Trustees of the corporation. All officers must be at least eighteen years old.

Section 4.2 Election and Term of Office. Officers of the Board of GREENWOOD shall be elected by the Board of Trustees at the regular annual meeting of the Board of Trustees. If the election of officers shall not be held at such meeting, such election shall be held as soon as convenient thereafter. Officers shall hold office for 2-year terms with the opportunity to be elected again to the same position.

Section 4.3 Removal. Any officer or agent may be removed by a majority vote of the Board of Trustees whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not in itself create contract rights.

Section 4.4 Vacancies. Any officer may resign at any time, subject to any rights or obligation under any existing contracts between the officer and the corporation, by giving written notice to the chair or the Board of Trustees. An officer’s resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled by the Board of Trustees for the un-expired portion of the term.

Section 4.5 Authority and Duties of Officers. The officers of the corporation shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the chair, the Board of Trustees or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

a) Chair. The chair shall, subject to the direction and supervision of the Board of Trustees:
   (1) preside at all meetings of the Board of Trustees; (2) see that all orders and resolutions of the Board of Trustees are carried into effect; and (3) perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.

b) Vice-Chair. The vice-chair shall assist the chair and shall perform such duties as may be assigned by the chair or by the Board of Trustees. The vice-chair shall, at the request of the chair, or in his absence or inability to act, perform the duties of the chair and when so acting shall have all the powers of and be subject to all the restrictions upon the chair.

c) Secretary. The secretary shall: (1) keep the minutes of the proceedings of the Board of Trustees and any committees of the board; (2) see that all notices are duly given in
accordance with the provisions of these bylaws or as required by law; (3) be custodian of
the corporate records and of the seal of the corporation; and (4) in general, perform all
duties incident to the office of secretary and such other duties as from time to time may
be assigned to him/her by the chair or by the Board of Trustees. Assistant secretaries, if
any, shall have the same duties and powers, subject to supervision by the secretary.

d) **Treasurer.** The treasurer shall: (1) be the principal financial officer of the corporation and
have the care and custody of all its funds, securities, evidences of indebtedness and other
personal property and deposit the same in accordance with the instructions of the Board
of Trustees; (2) receive and give receipts and acquittances for moneys paid on account of
the corporation, and pay out of the funds on hand all bills, payrolls and other just debts of
GREENWOOD of whatever nature upon maturity; (3) unless there is a controller, be the
principle accounting officer of the corporation and as such prescribe and maintain the
methods and systems of accounting to be followed, keep complete books and records of
account, prepare and file all local, state and federal tax returns and related documents,
 prescribe and maintain an adequate system of internal audit, and prepare and furnish to
the chair and the Board of Trustees statements of accounts showing the financial position
of GREENWOOD and the results of its operations; (4) upon request of the board, make
such reports to it as may be required at any time; and (5) perform all other duties incident
to the office of treasurer and other such duties as from time to time may be assigned to
him/her by the chair of the Board of Trustees. Assistant treasurers, if any, shall have the
same powers and duties, subject to supervision by the treasurer.

**Section 4.6  Surety Bonds.** The Board of Trustees may require any officer or agent of the
corporation to execute to the corporation a bond in such sums and with such sureties as shall be
satisfactory to the board, conditioned upon the faithful performance of his/her duties and for the
restoration of GREENWOOD of all books, papers, vouchers, money and other property of
whatever kind in his possession or under his control belonging to the GREENWOOD.

**ARTICLE V  
INDEMNIFICATION**

**Section 5.1 Indemnification of Trustees, Officers, etc.** The corporation hereby declares
that any person who serves at its request as a Trustee, officer, employee, chairperson or member
of any committee, or on behalf of GREENWOOD as a Trustee, director or officer of another
corporation, whether for profit, shall be deemed the corporation’s agent for the purposes of this
Article and shall be indemnified by GREENWOOD against expenses (including attorney’s fees),
judgments, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred
by such person who was or is a party or threatened to be made a party to any threatened, pending
or completed action, suit or proceeding, whether civil, criminal, administrative or investigative
by reason of such believed to be in the best interests of GREENWOOD and, with respect to any
criminal action or proceeding, had no reason of such service, provided such person acted in good
faith and in a manner she/he reasonably believed to be in the best interests of GREENWOOD
and, with respect to any criminal action or proceeding, had no reasonable cause to believe his
conduct was unlawful. Except as provided in Section 5.3, termination of any such action, suit or
proceeding by judgment, order, settlement, conviction or upon a plea of no contender or its
equivalent, shall not of itself create either a presumption that such person did not act in good faith and in manner which he reasonably believed to be in the best interests of the corporation. With respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

Section 5.2 Indemnification Against Liability to the Corporation. No indemnification shall be made in respect of any claim, issue matter as to which a person covered by Section 5.1 shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the corporation unless and only to the extent that the court in which such action, suit or proceeding was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnification for such expenses which such court shall deem proper.

Section 5.3 Indemnification in Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered by Section 5.1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses or fines which such court shall deem proper.

Section 5.4 Other Indemnification. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which any person may be entitled under the articles of incorporation, any agreement, any other provision of these bylaws, vote of the disinterested Trustees or otherwise, and any procedure for by any of the foregoing, both as to action in his official capacity and as to action in another capacity while holding such office.

Section 5.5 Period of Indemnification. Any indemnification pursuant to this Article shall (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Trustee, officer employee or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these bylaws which would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the corporation to indemnify any person or affect any right of indemnification so such person, with respect to any acts or omissions which occurred prior to such repeal or amendment.

Section 5.6 Insurance. By action of the Board of Trustees, notwithstanding any interest of the Trustees in such action, GREENWOOD may, subject to Section 5.8, purchase and maintain insurance, in such amounts as the board may deem appropriate, on behalf of any person indemnified hereunder against any liability asserted against him/her and incurred by him/her in the capacity of or arising out of his/her status as an agent of the corporation, whether or not the corporation would have the power to indemnify him/her against such liability under applicable provisions of law. The corporation may also purchase and maintain insurance, in such amounts as the board may deem appropriate, to insure GREENWOOD against any liability, including without limitation, any liability for the indemnification provided in this Article.

Section 5.7 Right To Impose Conditions to Indemnification. The corporation shall have the right to impose, as conditions to any indemnification provided or permitted in this Article, such reasonable requirements and conditions as the Board of Trustees may deem appropriate in
each specific case, including by not limited to any one or more of the following: (a) that any
counsel representing the person to be indemnified in connection with the defense or settlement of
any action shall be counsel that is mutually agreeable to the person to be indemnified and to the
corporation; (b) that GREENWOOD shall have the right, at its option, to assume and control the
defense or settlement of any claim or proceeding made, initiated or threatened against the person
to be indemnified; and (c) that GREENWOOD shall be surrogated, to the extent of any
payments made by way of indemnification, to all of the indemnified person’s right of recovery,
and that the person to be indemnified shall execute all writings and do everything necessary to
assure such rights of subordination to GREENWOOD.

Section 5.8 Limitation of Indemnification. Notwithstanding any other provision of these
bylaws, GREENWOOD shall neither indemnify any person nor purchase any insurance in any
manner or to any extent that would jeopardize or be inconsistent with qualification of the
corporation as an organization described in section 501(c) (3) of the Internal Revenue Code or
would result in liability under section 4941 of the Internal Revenue Code.

ARTICLE VI
MISCELLANEOUS

Section 6.1 Account Books, Minutes, Etc. The corporation shall keep correct and
complete books and records of account and shall also keep minutes of the proceedings of its
Board of Trustees and business meetings of officers. All books and records of the corporation
may be inspected by any Trustee or his accredited agent or attorney, for any proper purpose at
any reasonable time.

Section 6.2 Fiscal Year. The fiscal year of the corporation shall be July 1 to June 30.

Section 6.3 Conveyances and Encumbrances. Property of the corporation may be
assigned, conveyed or encumbered by such officers of the corporation as may be authorized to
do so by the Board of Trustees, and such authorized persons shall have power to execute and
deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale,
exchange, lease or other disposition of all or substantially all of the property and assets of the
corporation shall be authorized only in the manner prescribed by applicable statute.

Section 6.4 Designated Contribution. The corporation may accept any designated
contribution, grant, and bequest or devise consistent with its general tax-exempt purposes, as set
forth in the articles of incorporation. As so limited, donor-designated contributions will be
accepted for special funds, purposes or uses, and such designations generally will be honored.
However, the corporation shall reserve all rights, title and interest in and to and control of such
contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in
connection with any special fund, purpose or use. Further, the corporation shall retain sufficient
control over all donated funds (including designated contributions) to assure that such funds will
be used to carry out the corporation’s tax-exempt purpose.

Section 6.5 Conflicts of Interest. If any person who is a Trustee or officer of the
corporation is aware that the corporation is about to enter into any business transaction directly
or indirectly with himself, any member of his family, or any entity in which he has any legal,
equitable or fiduciary interest or position, including without limitation as a Trustee, officer,
shareholder, partner, beneficiary or Trustee, such person shall (a) immediately inform those
charged with approving the transaction on behalf of the corporation of his interest or position, (b)
aid the persons charged with making the decision by disclosing any material facts within his knowledge that bear on the advisability of such transaction from the standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

Discrimination: GREENWOOD admits students of any race, religion, color, ability, gender identity or expression, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, color, ability, gender identity or expression, national origin, or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Section 6.6 Loans to Trustees and Officers. No loans shall be made by the corporation to any of its Trustees or officers. Any Trustee or officer who assents to or participates in the making of such loan shall be liable to the corporation for the amount of such loan until it is paid.

Section 6.7 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1954, as amended and shall include the corresponding provisions of any subsequent federal tax laws.

Section 6.8 Amendments. The power to alter, amend or repeal these bylaws and adopt new bylaws shall be vested in the Board of Trustees; and shall require that every Board Member vote with at least a ¾ majority vote for passage.

Section 6.9 Severability. The invalidity of any provisions of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as such invalid provisions were omitted.

<table>
<thead>
<tr>
<th>Indicator – Board performance and stewardship</th>
<th>Measure</th>
<th>Metric</th>
<th>Board Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Board Members Development</td>
<td>All board members passing all available training that is available with USOE</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Regulatory and reporting compliance</td>
<td>Required reports will be complete, accurate, and on time</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Compliance</td>
<td>Schools Charter, Articles of Incorporation, and Bylaws will not change without proper agreement from charter entity</td>
<td></td>
<td>100%</td>
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<td>Continued Development</td>
<td>Board members will attend a national conference, local school tour, class or conference sponsored by EL or an EL school within his or her 1st two years of tenure.</td>
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<td>100%</td>
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<tr>
<td>Satisfaction</td>
<td>Based on survey results, teachers', parents', and students' will be satisfied with board performance and curriculum.</td>
<td></td>
<td>90%</td>
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</table>
The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Educational Program

Why Expeditionary Learning (EL)? GreenWood will implement the Expeditionary Learning Practices and Design Principles to drive our school's comprehensive education approach. Since the early work of Outward Bound's Urban Education Initiative in 1994, Expeditionary Learning has been making a positive impact on schools' students, staff, programs, partnerships, and practices, having noticeable effects on their schools. The Academy for Educational Development (AED) found that nine of the ten original demonstration site EL schools showed significant improvement in student achievement on the standardized tests mandated by their districts. Teachers reported that their classroom practices changed markedly, including collaborating with other teachers, systematically addressing content and skill learning in designing expeditions, and developing clear criteria for assessing student work. Students produced high quality work, often higher than they had ever attained in the past. AED also found a strong level of student engagement—essential to the academic success of a school.

Today, EL is outperforming district averages on state and mandated tests, proving to be a national leader in providing schools Common Core implementation while driving educational innovation. On a national level, EL has been, and continues to be very successful. Although EL is new to Utah the graphs below show that longer partnerships with EL and deeper implementation of the model yield higher achievement scores.

In many of our schools, students' test scores exceed district averages by substantial margins, with particular success among disadvantaged populations.
GreenWood will gain from the positive impact EL has had on student populations. We will teach our students Expeditionary Learning is built on the following ten design principles that work hand-in-hand with GreenWood’s mission and values. When students are taught to the test or taught to think mechanically, their brains are just repeating looped recordings of thought without considering them. At GreenWood, students are encouraged to seek answers, find new solutions, consider alternatives, explore other options, develop their own ideas, and question what they read rather than accept it as fact. We are confident that we can successfully implement this EL method of learning and meet our goals outlined at the end of this section.

Expeditionary Learning is built on the following ten design principles that work hand-in-hand with GreenWood’s mission and values.

1. **THE PRIMACY OF SELF-DISCOVERY**
   Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher’s primary task is to help students overcome their fears and discover they can do more than they think they can.

2. **THE HAVING OF WONDERFUL IDEAS**
   Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. **THE RESPONSIBILITY FOR LEARNING**
   Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. **EMPATHY AND CARING**
   Learning is fostered best in communities where students’ and teachers’ ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. **SUCCESS AND FAILURE**
   All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. **COLLABORATION AND COMPETITION**
   Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. **DIVERSITY AND INCLUSION**
   Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and
value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. **THE NATURAL WORLD**
A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. **SOLITUDE AND REFLECTION**
Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. **SERVICE AND COMPASSION**
We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school’s primary functions is to prepare students with the attitudes and skills to learn from and be of service.

EL schools assess student growth in both character and academic content and skills. They instill character through academic learning in a seamless model, and assess them separately. Both domains are given highest priority; both are shared with families; and both serve as the basis for credit, promotion, and graduation. Both are vital in ensuring that students from all backgrounds persevere and succeed in college, careers and life.

GreenWood’s curriculum will define the essential skills and content, based on state standards, that our students will need to master to graduate on a path to college. Teachers at GreenWood will use a variety of instructional techniques. Their choice of instructional technique for teaching a given objective will be guided by its effectiveness in conveying the essential knowledge and skills to be taught to their particular group of students. Learning Expeditions will intentionally build background knowledge in science and social studies and allow for distributed practice and development of reading skills.

Our balanced literacy program will ensure that our students receive explicit instruction in all elements of literacy while providing time for extensive reading of suitably challenging texts. Our elementary math curriculum will ensure our students have both the computational fluency and the conceptual understanding required to take on algebra in middle school.

**Learning Expeditions.** Long-term learning expeditions will anchor the GreenWood curriculum in meaningful work that integrates core subjects with lessons in health and wellness. Each grade will take part in 2-4 expeditions each year.

In learning expeditions, teachers will use multiple pedagogical strategies to support student understanding and development, including facilitation of small group instruction, direct instruction, modeling, independent or group work, student self-reflection, and individual pacing. Expeditions will conclude with a summative project, presentation or other culminating event that synthesizes student’s learning and demands the application of content skills. Community resources highlighting local authors, history and culture will be leveraged to create a rich curriculum.
**SECTION 9. COMPREHENSIVE PROGRAM OF INSTRUCTION**

**English Language Arts.** All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day, including Readers Workshop (RW), Writers Workshop (WW) and Guided Reading (GR) (Calkins, 2001, 1994; Collins, 2004; Fountas and Pinnell 2006, 2003). While this learning period focuses primarily on developing language arts skills, it will be well-integrated with students’ expeditions, as students explore texts and compose and revise writing samples that align with the standards focused on in each expedition.15

Our ELA curriculum makes literacy relevant to children’s lives. We foster a love of reading and communicating. Learning strategies that enable one to effectively read, write, speak, think, and listen extend the child’s natural inclination to communicate ideas, fantasies, emotions, thoughts, questions and experiences with others and for themselves. Our curriculum is based upon the premise that communication involves complex processes and skills, all of them basic not only to communication, but to living as a fully-functioning, creative human being. It is rooted in the Language-Experience approach and Piaget’s assertion that a child’s interests and experiences are used as a springboard into further investigation via reading and writing.

Specific components of our curriculum include:

- Phonological awareness/phonics
- Reading for fluency
- Vocabulary development and word exploration
- Reading comprehension strategies
- Individual reading conferences
- Small group guided reading
- Homework reading nightly
- Writing: journal writing, report writing, dictation, writing as a process which involves brainstorming, outlining, creating rough drafts, critiquing, revising, creating a final draft and publishing.
- Writing with a focus on the six traits: ideas, organization, word choice, voice, sentence fluency, and conventions
- Read aloud daily where developmentally appropriate
- Silent, sustained reading
- Shared reading and drama
- Listening
- Speaking and viewing experiences: class meetings, project presentations, storytelling

**Mathematics** at our school is taught by giving students opportunities to solve engaging problems and by building on the natural ways children make sense of numbers. Rather than primarily giving students worksheets of problems and prescribing formulas to find answers, teachers convey the fundamental concepts that will allow students not only to make calculations and memorize math facts, but also to solve problems that are meaningful to them. Teachers ask students to explain their thinking.

By explaining how they solve problems, children learn that math is a process of thinking and a tool to use in life. Students’ thinking moves developmentally from the concrete to the abstract. In
this way, students become adept at higher levels of critical thinking, such as synthesizing, analyzing, and applying.

Research has shown that when children construct for themselves new ways of thinking about problems, understanding is deeper and can therefore be applied to new situations. While all students at GreenWood learn to use math for problem solving and abstract thinking, we also work to differentiate our math curriculum for students of different abilities and learning styles. For this reason, students will sometimes work in flexible ability groups for math instruction. Specific components of mathematics include:

- The commitment of math facts to memory, so that recall of addition, subtraction, and multiplication becomes “automatic”
- Measurement, time, money, and other areas of “practical” math
- Calculations, geometry, algebra
- Word problems and hands-on problem solving with manipulatives or real-world situations
- Differentiated assignments, homework, and/or instruction
- Heterogeneous grouping or ability grouping, as appropriate

Like ELA instruction, math will be taught during a dedicated math time each day (60 minutes in grades K – 2 and 90 minutes in grades 3 – 5) and when appropriate integrated into expeditions to support the conceptual understanding and application of critical mathematical ideas. Math will be taught in both a whole-group setting and using flexible ability groupings.

Science and Technology. Science will be taught mostly through interdisciplinary expeditions, integrating math content knowledge, technology, the arts, history and English language arts skills into the study of living things, matter, systems and the Earth (Krajcik, Czerniak, and Berger, 2002). GreenWood’s science program calls for early introduction of science facts, concepts, and terminology, but focuses on understanding the scientific process by using it to explain observations, make predictions, and represent the concepts and conclusions in multiple ways. GreenWood wants its students to be able to use these fundamental ideas in a range of familiar situations to explain observations and make predictions, then use them in unfamiliar situations, and represent them in many ways (words, graphs, diagrams, and charts).

In keeping with its mission to encourage students to be conscious of the environment and the earth’s limited resources, GreenWood’s science curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Thus, the study of science in connection with Technology and Health provide the foundation for understanding these issues. GreenWood is committed to using technology in the classroom as an effective and efficient tool for instruction and eagerly prepares its students for a technologically sophisticated world.
Social Studies. Like science, social studies instruction will be mainly taught through interdisciplinary expeditions. Students will study local, state, national and global issues throughout history through the use of technology, primary and secondary sources, and local resources. Ogden is an area steeped in history and students in all grades will have access to these resources through community partnerships, visiting experts and class trips.

The local ecosystem will serve as a unifying theme for much of GreenWood’s science and social studies curriculum, given its centrality to a wide variety of topics and our access to its related resources. Students develop the awareness that they are a small, but important, part of a broader civilization, culture, and world. Students will gain an enriched knowledge about the world through reading, film, and direct experiences such as:

- Creation of communities, cities or villages within the classroom
- Exploration of the broader community, especially Asheville and the French Broad River region
- Internships, shadowing community leaders, or mentoring
- Guest speakers
- Individual and cooperative research projects
- Community and international service projects
- Class meetings

Alignment to GreenWood’s Mission and Utah Core/ Common Core Standards.
GreenWood’s curriculum approach is holistic. We want our students to have a meaningful educational experience integrating cognitive development with health, wellness, mindfulness and altruism. No choice happens in a vacuum. We want to help our students to see the ripple effect their choices have on themselves, their peers and family, their school and community:

- Students are exposed to learning situations through movement and play. For example, 1st graders use their whole bodies to learn and practice math skills by using math games, hopping mats, etc. When given the opportunity to play, students are able to immediately internalize what they've learned as they exercise both brain and body.
- Students use nature, outdoor classrooms, and outdoor activities as a place to learn while gaining a sense of respect and wonder for the natural world. The learning garden and nature trail around the school can both be used to learn about math, science, ecology, and healthy eating.
- Teachers are less of an authority figure and more of a mentor & facilitator where students and teachers work together toward a common goal.
- Classrooms consist of multi-grade and mixed-ability students to allow flexibility in learning styles and abilities. Teaching focuses on the emotional, social and developmental cognitive growth of our students.
- Students learn about relationships with themselves, their peers, and community through personal development, teambuilding, and service learning activities.
Subjects are integrated together having subjects taught together with a theme central to many subjects. A unit on trees can make connections through science, math, environmental and social awareness.

Our entire facility will serve as a teaching tool for students from the building itself (solar/wind power, recycling, conservation) to both indoor and outdoor classrooms, lunchroom, ropes course, garden, nature trail, etc. The possibilities are endless and students will leave GreenWood with the confidence of knowing their choices make a difference in their world. GreenWood will work closely with EL to stay true to our charter goals, maintain alignment with Common Core Standards and focus achievement on Standardized Testing.

Health & Wellness Education. GreenWood is the perfect place to promote lifelong fitness and healthy habits to students. The Program Director will implement the school-wide Health & Wellness educational programs. We will emphasize our integration of health and wellness education across the curriculum through structured play, expeditions, natural playgrounds, teamwork, concepts and values we promote, and the initiatives and events we will hold.

Our programs will assist students in developing the needed skills to address important issues like: physical health, stress, mental health, emotional balance, confidence, behavior and learning readiness. Components of the wellness programs include, but are not limited to:

- **Group discussion** of selected mind-body health and wellness topics e.g. handling challenging emotions, mental fitness, strength (inner and outer), the nature of anger, resiliency, hope, courage and more.
- **Mindfulness skills** (focused awareness, attention and concentration) to shift one's focus from external stimuli to internal awareness and sort out thoughts, emotions and impulses in a non-reactive way
- **Healthy breathing** promotes slowing down, calming and becoming present
- **Mindful movements** strengthen the mind-body connection by releasing tension and stress
- **Relaxation** promotes balance and stability
- **Group reflection** allows students an opportunity for inquiry and comment

Research shows that school health and wellness programs can have a positive impact on academic performance and educational outcomes, as well as improving students’ health outcomes and reducing high-risk behaviors. GreenWood will adopt Dr. Carey Lloyd’s “Prescription for Health” to encourage practices that will help our students, staff and our families live healthier lives.

- 5 or more servings of fruits and vegetables daily
- 4 positive comments a day
- 3 structured meals daily- eat breakfast, less fast food, and more meals prepared at home
- 2 hours or less of TV or video games
- 1 hour or more of moderate to vigorous physical activity daily
- Almost none! Limit sugar-sweetened drinks to “almost none”
B. Supplemental Curriculum

At GreenWood, we believe that providing a strong connection with the Natural World is essential to the development of heart, mind and body of our students. Because of our commitment to Health & Environmental Education across the curriculum, we are able to provide opportunities for all of our students to demonstrate an understanding of their own health, ecology and environmental stewardship as well as develop a sense of respect, joy and wonder for the Natural World.

Our students will participate in numerous outdoor activities, ranging from hiking, rock climbing, ropes course, camping to bird counts, gardening, herb walks, river trips and stream clean-ups. Our entire school community participates in local conservation efforts both on and off campus. Through the vision and dedication of our staff and parents, we will be developing a greenhouse, planting organic gardens and implementing water and fuel saving practices. Above all, we believe that offering our students examples and solutions to some of the complexities of our world will help create healthy responsible citizens who will care deeply for the future of our global community.

Our environmental education model - guided by the U.S. Department of Education Three Green Ribbon School pillars of Health & Wellness - is our unique way of implementing the EL Core Practices:

1. **Reduced Environmental Impact and Costs**
   - Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
   - Improved water quality, efficiency, and conservation;
   - Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
   - Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

2. **Improved Health and Wellness**
   - An integrated school environmental health program based on...
an operations and facility-wide environmental management system that considers student, visitor and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds; and

- High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

3. Effective Environmental and Sustainability Education

- Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems;
- Use of the environment and sustainability to develop content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and
- Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Environmental Education. In 2000, the National Environmental Education and Training Foundation (NEETF) conducted case studies of different schools who have adopted environmental education as the central focus of their academic programs. The results of these studies revealed that in those schools, students have shown significant performance improvements in reading, math, science and social studies. Also, increased student motivation in understanding the complexities of their world were observed in all the schools studied.19

GreenWood’s developmentally sound, place-based environmental education program engages our youngest learners in outdoor activities that foster awe and wonder and promote a love of nature. As children evolve in their thinking, the educational emphasis is on exploring and gaining an understanding of their local environment. Students in upper grades will focus on stewardship for the earth and thinking critically about issues in their community. Our students’ sense of place emerges through the grade levels, beginning with “my personal environment” and progressing to “the global environment.”

Students learn from local experts in many fields, including natural history and conservation, government, business, current events, education, and social studies. In addition to learning from these experts, students will have many opportunities to observe and explore the natural world directly.

Through these positive experiences, students will become stewards of the land and their community, developing a sense of purposeful citizenship and identifying for themselves their role in nature and society. Students will become empowered to generate solutions and make positive changes, understanding they can make a difference—individually and collectively.

Food Is Elementary (c) 2001 by Antonia Demas, Ph.D. is a unique curriculum integrating academic disciplines with food, nutrition, culture and the arts. The curriculum is a research-based program modeled after the award-winning Trumansburg, New York study "Food Education in the Elementary Classroom." This study, the Cornell University doctoral thesis of Dr. Antonia Demas published in 1995, proved that a food-based curriculum results in dramatic dietary acceptance of diverse healthful foods among children in the elementary school lunch program.
Additionally, the study showed that a hands-on, experiential food-based curriculum provides academic enrichment for all students. The USDA food pyramid and basic nutritional principles are featured. Academic disciplines including art, geography, history, language arts, mathematics, science, and writing are integrated into lessons. All lessons are participatory: students and parents use all five senses to study whole foods, cook, create art, plant seeds, and write in journals.

C. **Methods of Instruction**

**Supporting all Learners through an Inclusive Community and Individualized Approach.** With targeted small group instruction based on learning needs, integrating foundational skills with critical thinking skills, GreenWood teachers will teach to all learners, supporting those students not meeting learning targets, and those who need a challenge. During literacy and math workshops, students will move through different learning experiences as they practice and apply skills. Teachers will meet with small language, reading and math skill groups, leading lessons based on students’ individual academic and learning needs. When not engaged in small group work, students will continue to practice skills independently based on their skill development level, or revise their work, receiving feedback and assessment from peers.

**Supports for All Learners:** GreenWood will use a Multi-Tiered System of Support (MTSS) approach to support our students. All students will receive both whole and small group differentiated lesson structures targeted toward individual student needs, and the teaching of both foundational and higher-order thinking skills across the curriculum. Multiple assessment measures (i.e. formative, summative, standardized and observational assessments) will be used at the beginning of and throughout the school year to identify students who need additional support.

Based on this data, students with additional academic needs can begin to receive Tier 2 or Tier 3 supports anytime during the year. Tier 2 will include more targeted support through small group and one-on-one remediation instruction, re-teaching strategies, and additional application and practice to support skill mastery. Tier 3 includes more intensive interventions generally provided in a one-on-one setting by a special education or ELL teacher. As the school’s workshop and expeditions are designed to facilitate learning experiences across a range of skill levels, all tiers will take place in the classroom, where possible, to provide all students with equal access to the curriculum. Students will also work with support specialists and mentors to further practice content knowledge.

**Building a Culture of Respect and Achievement.** Students entering a school strive to find a place to fit; they observe the student culture around them and adjust their behavior to be accepted by their peers. In a school where the “cool kids” demonstrate positive performance character, this becomes the standard to emulate. Success in academics becomes cool. If a student transfers to a new school and finds that everyone else is taking Habits of Scholarship seriously—working hard on classwork and homework, speaking up with ideas and questions—then to fit in in this school means to care about school and to care about learning. For whatever the school or district says
about working hard for success, it is the cue of peer culture that lets students know how hard they should work and how much they should show that they care.

In the same way, if almost all students are treating each other respectfully, then to fit in means to treat others well. No matter what a policy says regarding respect and tolerance, students immediately pick up on the reality of the student environment. They take note of how students treat each other when adults are not present, across races, ages, gender, and all types of difference. The safer the environment, the more students are free to blossom as individuals, and to push each other constructively to grow and succeed.

**Experiential Learning:** Core Standards are the foundation upon which we build our student-centered instruction. Our interactive teaching practices focus on inquiry and include: center work, lab work, group demonstration, guided and independent practice, independent and team research projects, simulations, experiments, and field observations.

**Multi-grade:** We will honor and embrace the inclusive teaching environment of our multi-grade classrooms. In this supportive learning environment, our students are challenged to teach each other, develop their talents in an accommodating environment, and work to grow the social, emotional and academic good of their class. Parental involvement is crucial to a successful multi-grade program. We will work understand the uniqueness of each of our students and work with them to map out a successful academic journey using: reflective instruction, partner learning, family projects, storytelling, buddy reading, cooperative problem solving, role playing, and correspondence lessons.

**Team-building:** Teachers will work closely with their cooperating teacher to build a supportive instructional team. Students will work in cooperative learning groups to learn team-building skills for a classroom culture focused on community learning including peer partner learning, experiential learning, brainstorming and concept-mapping, expert panels, debates, interviewing, and group presentations.

D. **Elementary Schools (K – 8)**

**Assessment System.** A core practice of Expeditionary Learning schools is using multiple sources of data to improve student achievement. GreenWood will use a combination of external standardized diagnostic assessments and internally developed formative and summative assessments toward this aim.

The Director will be responsible for all school-wide student assessment data, as well as overseeing the administration and analysis of classroom assessments. GreenWood student assessment scores will be analyzed in grade level teams and by the school leaders throughout the school year and longitudinally to identify trends. The Director will also ensure that all staff members have the resources necessary to regularly use data to plan and modify lesson plans to meet the needs of all students. Teachers and support specialists will collect and analyze informal and formal student assessments on a daily basis and meet monthly in grade level teams to discuss student progress. The table below describes how achievement data will be used.
Students at GreenWood will be evaluated in all subject areas using a common set of performance standards. These standards, based on a four-point scale commonly used in college, will define mastery for students, parents and teachers and provide clear, ambitious goals for learning. Performance standards will form the basis for both graded classroom assignments and standards-based report cards. Standards-based report cards will detail student performance related to all Essential standards. Likewise, graded assignments will report student progress toward sequenced learning targets, sub-skills of Essential standards. Essential standards for all grade levels will be outlined each year, while learning targets will be articulated by grade-level teams. These teams will clearly articulate what each level (1-4) of performance will look like for each essential standard and learning target. A student’s overall score for each standard will be determined by the average of their performance on its various learning targets.

Assessment Based on Clear, Student-Owned Learning Targets In EL schools, teachers create Learning Targets (goals written in student-friendly language) that are the basis for all assessment. Learning targets begin with the stem “I can…” and students understand and own them. Learning targets for academic content and skills are created from school, state, and Common Core standards. Learning targets for character growth are based on the school’s Habits of Scholarship. Student Achievement in EL schools is fostered in three domains:

- Traditional measures of achievement (e.g., state tests, college acceptance)
- Creation of high-quality work that aspires to professional standards
- Cultivation of character strengths to achieve a successful, fulfilling, and virtuous life

Students in all grades will meet in leveled reading and language study groups to provide them with the instructional methods, assistive technology, and multi-media resources that will best meet their needs. For example, a student who is struggling with decoding words, but has a high degree of comprehension, may join two groups: a small group

**GreenWood**

**Performance Standards**

**Mastery (4):** I demonstrate a complete understanding of the knowledge and skills outlined within a content standard without additional support, and I am able to perform content-related skills without significant errors. I can apply the knowledge and skills outlined in multiple contexts.

**Proficient (3):** I demonstrate a complete understanding of the skills and knowledge outlined within a content standard with minimal assistance, and perform tasks and skills with few errors.

**Developing (2):** I demonstrate a basic understanding of the skills and knowledge outlined within a content standard, and require some support to complete content-related skills.

**Below Basic (1):** I demonstrate little or no understanding of the skills and knowledge outlined within a content standard. I am unable to complete work toward this content standard without significant instructional support or without significant errors.
facilitated by a teacher, focused on phonics; and an independent group listening to chapter books and discussing the narrative, symbolism, or character development with an associate teacher.

**Standardized diagnostic and summative assessments:** GreenWood will use standardized assessments (i.e. DIBELS, DWA and SAGE) to provide faculty with data related to individual and school-wide academic performance. Because our targeted population, low-income students, benefit from extensive literacy instruction in the early grades, we will use DIBELS and DWA to ensure that we are effectively meeting our students’ literacy needs.

**Internally-developed formative and summative assessments:** Additional school-designed formative and summative assessments, aligned with GreenWood’s curriculum and the CRT, will be used throughout the year to identify students’ progress toward meeting CC curricular standards, and to assess where additional supports or interventions may be needed. Students in all grades will complete learning expeditions, applying content knowledge and skills from across the curriculum. To assess student work within a learning expedition, teachers will use standards-based grading rubrics, collecting student work samples that demonstrate the students’ progress toward meeting the specific standards. This type of assessment helps us to measure how effectively we are building our students’ domain specific content knowledge. Because low-income students often start school with less of this type of knowledge, it is critical that we teach it intentionally and measure students’ mastery of it.

**Portfolios:** Summative and reflective portfolios will also be used to measure and report student progress. The portfolio will be a collection of student work and assessment data. With teacher support, students will create and add to portfolios throughout their enrollment at GreenWood, selecting work samples that highlight students’ progress toward meeting CRT and GreenWood academic and nonacademic goals. A sample portfolio for a fourth grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, work samples selected by both the student and teacher that demonstrate mastery of CRT standards, and student reflections that note progress toward self-selected goals.

Students will play a key role in the management of these portfolios, not only in selecting the work to be included, but also in using the portfolios to identify academic and nonacademic goals for themselves, and reflect on their progress toward meeting those goals. Students will prepare and conduct a parent-teacher conference twice a year, in which they share products they are proud of, discuss projects that interested them, and identify individual goals for the upcoming year. Portfolios give students, teachers and parents’ rich data on students’ progress in acquiring the content mastery, ownership of learning and problem solving ability that will put them on the path to college.

**Capstone Service Project** During their 6th grade year, GreenWood students are expected to design, plan, and lead a service project at school or in the broader community. Students will work in a team to identify an area of need in the community and propose a project to address it. Once their proposal is approved by their Crew Advisor, students will be responsible for organizing and implementing the project, recruiting other students to help carry it out.
teams will give an oral presentation about their work, reflecting on growth in leadership and commitment to service.
Along with standardized assessments like the DIBELS, DWA and CRT, GreenWood will use formative and summative assessments to chart student progress to show not only Proficiency, but PROGRESS on State Testing. Student progress will be key to our school-wide success as we constantly talk about kids, where they are at and what they are doing, longitudinally and weekly.

E. Secondary Schools (7-12).

F. Support for Standards and Use of Data

GreenWood will work with EL to be a data-driven school. GreenWood’s curriculum will define the essential skills and content, based on CCSS that our students will need to master. Teachers at GreenWood will use a variety of instructional techniques. Their choice of instructional technique for teaching a given objective will be guided by its effectiveness in conveying the essential knowledge and skills to be taught to their particular group of students.

Using Data with Students. Our classroom practices will build student capacity to assess, analyze, and use data effectively to reflect, set goals, and document growth toward mastery of state and CCSS. These practices will help our students learn to use their classwork and interim assessments as data sources that help them analyze their strengths, weaknesses, and patterns in order to improve their work. School leaders and teachers will be guided in developing a culture where students understand that intelligence is malleable and that they can improve with practice and persistence.

Teachers will work with students to develop quarterly progress reports for Parent Teacher Conferences. Students will lead out these conferences, helping their parents to review evidence of their academic work and developmental progress including portfolios, work samples and creative projects.

GreenWood will involve a collaborative team of stakeholders in Data-driven Instruction. School leaders (i.e. the Principal working with an EL school designer) and consultants will initially engage in the curricular design, research, selection and refinement as the school prepares to open. This team will develop an academic curriculum grounded in the CCSS for the founding grades (K-2) in the six months leading to the school’s opening. Following its opening, a collaborative team of school leaders, special education and ELL instructors, an Expeditionary Learning School Designer, and classroom teachers will form an Instructional Leadership Team (ILT) to continue to select curriculum.

Data Inquiry (DI) Teams. Teams of teachers will meet regularly to analyze student data, to reflect on student progress, and to create action plans that will improve instructional effectiveness. Data Inquiry teams focus exclusively on analyzing data for the students they teach and developing plans for responding to the needs and strengths of individual students, groups of
students, and particular areas of curriculum. Data is defined as information that has been systematically collected and organized to support analysis, inquiry, and decision-making:

1. Data inquiry is built on the foundation of a collaborative, trusting professional culture in which accountability for achievement is shared by teachers, leaders, and students.
2. DI Teams generate and implement concrete action plans to improve teaching and learning.
3. DI Teams use high-quality data sources to analyze student achievement.
4. The work of DI Teams is inclusive, cyclical and structured.
5. School leadership will ensure that data is organized and displayed to support effective analysis.

Prior to DI Team meetings, data is organized and displayed by one or more staff members who serve as data managers for the school. In addition to the use of SIS and USOE’s Assessment tools, DI Teams will also use clear charts, graphs and tables, the designated data manager presents data in ways that provide user-friendly, succinct item-level data, standards-level data, and bottom-line results to support the identification of patterns, successes and areas for improvement. In addition DI Teams will utilize data walls or school-wide dashboards as a part of their work. Technology will be key to data collaboration. We will work with IT staff to coordinate software implementation such as LMS and BlackBoard for data mining and data alignment.

<table>
<thead>
<tr>
<th>Indicator – Student achievement level</th>
<th>Measure</th>
<th>Metric</th>
<th>Board Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Proficiency levels on Language Arts State Test</td>
<td>Percentage of students scoring at proficiency</td>
<td>75% 1&lt;sup&gt;st&lt;/sup&gt; year operations, 78% in 2&lt;sup&gt;nd&lt;/sup&gt; year, and 81% by 3&lt;sup&gt;rd&lt;/sup&gt; year.</td>
<td></td>
</tr>
<tr>
<td>Student Proficiency levels on reading fluency</td>
<td>Students meeting benchmark associated with reading on grade level on the midyear</td>
<td>85% of students in grades 1-3 reading on grade level.</td>
<td></td>
</tr>
<tr>
<td>Student Proficiency levels on Math State Test</td>
<td>Percentage of students scoring at proficiency</td>
<td>72% in 1&lt;sup&gt;st&lt;/sup&gt; year operations, 75%, in 2&lt;sup&gt;nd&lt;/sup&gt; year, and 78% by 3&lt;sup&gt;rd&lt;/sup&gt; year.</td>
<td></td>
</tr>
<tr>
<td>School Accountability for Student Achievement UCAS</td>
<td>Total points earned on UCAS</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>Student Proficiency level Science State Test for 4-6 grades</td>
<td>Percentage of students scoring at proficiency</td>
<td>72% in 1&lt;sup&gt;st&lt;/sup&gt; year operations, 75%, in 2&lt;sup&gt;nd&lt;/sup&gt; year, and 78% by 3&lt;sup&gt;rd&lt;/sup&gt; year.</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 10. SCHOOL CLOSURE PLAN

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Identification of Missed Targets.

Each year GreenWood will set annual targets for student achievement and family involvement. Each quarter these targets will be reviewed with the Board to ensure that GreenWood is on target with the goals. In addition, the Board will review the schools’ financial targets during their monthly financial review to ensure the school is fiscally fit and properly managed.

In the unlikely event that it becomes necessary for GreenWood to close, whether self-directed or at the request of the Utah State Board of Education, the school will ensure that students, families and Utah State assets are protected throughout the closure process. The dissolution of a charter school in Utah is regulated and defined by 1) the school’s Articles of Incorporation, 2) Utah Statute governing Charter School Closures 53A-1a-510.5 and 53A-1a-517, 3) Utah Statute governing non-profit corporations 16-6a-1402 through 16-6a-1405, 4) IRS Regulation 1.501(c)(3)-1(b)(4), and 5) the Charter School Agreement between GreenWood and the Utah State Board of Education. The plan below describes the chronological steps to school closure that will ensure the protection of state assets. Specific descriptions of the Use of Experts and of Student and Family Transitions are covered in the paragraphs that follow.

1. Decision to Close
The resolution by the GreenWood Governing Board to close shall be done in an open public meeting, which has been properly noticed in accordance with Utah Open Meetings laws. The resolution will include the basis for closure and a summary description of a closure plan. Every voting member must be entitled to vote on the proposal to close and will have his or her respective comments included in the minutes of the meeting.

2. Assignment of Trustee
The GreenWood School Board shall assign a Trustee who will ensure all applicable laws are followed during the closing process. The Trustee may be an individual or an organization. The Trustee will engage the services of Experts and Professionals to assist in the school closure that shall include at a minimum legal, financial and educational counsel. Specific jobs of Professionals are outlined in the Use of Experts item D. Depending upon the financial state of the school at closing, it is anticipated that the School Board will allocate at least $25,000 from school reserves to cover the costs of the professional services of the Trustee and contracted Experts.

3. Closure Plan to Chartering Entity
A Detailed Closure plan shall be delivered to the Utah State Charter School Board as soon as practicable, but no more than 30 days from the public meeting at which the closure was
SECTION 10. SCHOOL CLOSURE PLAN

approved by the GreenWood School Board. The plan shall include at a minimum (a) a custodian for the protection of student files and school business records, (b) a base office to be used during the closing, (c) the office address, contact information and hours of operation, (d) insurance that covers the school through the closing process, (e) plans for a complete financial audit, (f) an inventory of all assets of the charter school, including buildings, (g) a list of all creditors of the school and specifically identify secured creditors and assets that are security interests, and (h) specific plans to protect all school assets against theft, misappropriation, and deterioration.

4. Notice of Decision
As soon as practicable after the decision is made to close, notification of the decision, in writing, shall be provided by the school to the Utah State Charter School Board, Utah State Board of Education, parents of students, creditors and the Weber County School District. The notice will include the proposed date of closure, the school's plans to help students identify and transition into a new school, and contact information for the school during the transition.

5. Articles of Dissolution
As required for a non-profit corporation in Utah, upon the decision to close the GreenWood School, the Board will prepare and file with the State of Utah Articles of Dissolution. In addition to other state requirements, the Articles will include the specific number of votes cast for the proposal to dissolve and the name of each member who voted. Such Articles shall be filed no more than 30 days from the date of the open meeting where the closure vote was taken.

6. Disposition of Assets
Under the Direction of the GreenWood School Board, the assigned Trustee shall ensure all assets of the school are disposed of in accordance with Utah Non-profit law, Charter School law, the Charter School Contract and any IRS code regulating the disposition of Assets related to a 501(c) (3) organization. Disposition of Assets are to be done in the following order:

   (a) Cash and other Liquid Assets shall be used to satisfy school liabilities.
   (b) Other Assets which have been pledged to guaranty a liability shall be transferred to the control of the lien holder.
   (c) Remaining assets, if any, after the satisfaction of all school liabilities shall be distributed in accordance with UCA 53A-1a-517 and number 7 below.

All liabilities and obligations of GreenWood at closing shall be paid and discharged or adequate provisions shall be made to discharge the liabilities and obligations to the extent possible.
7. Distribution of Net Assets
Remaining assets, if any, shall be returned to the Utah State Charter School Board. With the authorization of the Utah State Charter School Board, the Trustee may liquidate assets at fair market value or assign the assets to another public school. Any such assets not so disposed of will be disposed of by the Weber County District Court. (See UCA 53A-1a-517).

8. Winding Up and Budget
It is anticipated that an orderly school closure could take as long as one calendar year. Once all assets have been properly disposed of in accordance with state law, all records have been transferred or secured and all families have made an appropriate transition to another school, the Trustee will complete a final closure report. The report will be delivered both to the chair of GreenWood School Board and the Utah State Charter School Board. Upon delivery of the final report, the non-profit organization and Board shall be considered dissolved.

GreenWood will work to ensure it builds appropriate reserves and operates with at least a 3% safety margin. It is anticipated that in the unlikely event the school closes, it would have at least 90 days cash on hand plus the 3% of gross revenues operating margin to cover closure costs.

B. Student and Family Transition
Under the direction of the Trustee and Legal Support Team, the Education Support Team will oversee the smooth transition of students and families to new schools. The chronological list below describes the critical pieces of the Student and Family Transition plan:

1. Appropriate Notice - Each family will be given notice of the school closure as soon as practicable after the closure decision has been made. Ideally, notice will be given by March 1st of the last year of operations to provide ample time for families to prepare for a transition between schools. The notice will include instructions, contact information and a scheduled interview with a member from the Education Support Team.

2. Interviews - The Education Support Team, which may be comprised of the School Director, counselor, and one teacher, will begin to conduct interviews with each family shortly after written notice has been given. This will be a time for fact-finding and private counseling to determine the needs of each family. Families that don’t attend the interviews will receive personal phone calls, or visits as required.

3. Networking and Transition Plans - The Education Support Team will begin working with local districts, charter schools and private schools to determine the best fit for families transferring out of GreenWood. Attention will be given to students with special needs. The support team will compile a list of options that fit best for each student and begin communicating them to families. With the help of counselors, the Educational Support Team will help families select the best option for their children.
SECTION 10. SCHOOL CLOSURE PLAN

4. Transferring Students and Records - The Education Support Team will then begin the long process of ensuring the accuracy of each student’s records and send them to the new school. Academic, personal, IEP and health records will receive special care. Along with student records, the new schools will receive suggestions on how they might help students transition from an Expeditionary Learning school style of learning to that of the new school. The team will ensure privacy, professionalism and accuracy as they handle the delicate task of placing students into new programs.

C. Employee Transition

In the event of the closure of the charter school, employees will be notified in a timely manner regarding the school closure and will receive assistance and support for finding alternate employment.

D. Records

In the event of school closure, hard copies of students’ attendance and academic records will be kept in secured filing cabinets in the administrative space operated by the GreenWood. Financial records relating to the operation of the school as well as employment records and inventory of assets will also be archived. Electronic records will be maintained in a password protected electronic computer file. Access to and protection of archived records will be maintained by the School Director or administrative staff who is trained in federal and state guidelines for record storage and protection (following Utah Code 53A-1a-517).

E. Reports

In the event of school closure, the School Director will be responsible to ensure that all required reporting continues accurately and timely throughout the closing period. The School Director may engage the use of Experts in fulfilling this obligation.

Use of Experts
The school will contract at a minimum with the Experts and Professionals listed below to ensure a smooth, legal and timely school closure process. Expert roles and anticipated costs are also included.

TRUSTEE Budget $10,000

The Trustee may be an individual or an organization. The Trustee will manage the entire closing process under the direction of the GreenWood School Board. The Trustee will be the point of contact for all school stakeholders. The Trustee will be responsible to hire all legal, financial and educational support necessary to ensure the safe keeping of state assets and the needed transition help for families. The Trustee will set the hours of operations for the base office, oversee the work of contracted experts and report to the GreenWood School Board Chair regularly throughout the closing process.
SECTION 10. SCHOOL CLOSURE PLAN

EDUCATIONAL SUPPORT  
Budget $7,000

The Educational Support Team will maintain an accurate record of student enrollment and ensure the safekeeping of student records. This team will be in charge of student transitions to a new school as described in the Student and Family Transition paragraph below. They will provide individual student/family counseling as needed, facilitation of records transfers and effective communication with local school districts. This Team will also support school staff in their transition to new employment.

FINANCIAL SUPPORT  
Budget $6,000

The Financial Team will keep an accurate account of the school’s financial status during closing, oversee the final audit, ensure the appropriate disposition of assets, archive financial and employment records, satisfy the school’s liabilities, close out grants/programs and provide general oversight on all financial matters. This Team will work closely with legal counsel.

LEGAL SUPPORT  
Budget $2,000

GreenWood will contract with a reputable attorney who will review all documents and provide legal opinions related the school’s closure. Legal Counsel will be responsible to advise the Trustee and support teams on all obligations of the school closing as outlined in 1) the school’s Articles of Incorporation, 2) Utah Statute governing Charter School Closures 53A-1a-510.5 and 53A-1a-517, 3) Utah Statute governing non-profit corporations 16-6a-1402 through 16-6a-1405, 4) IRS Regulation 1.501(c)(3)-1(b)(4), and 5) the Charter School Agreement between GreenWood and the Utah State Board of Education.

F. Financial Reserves

A financial audit will be conducted within five business days of the decision to close. An inventory of all school assets will be made. Any assets with written conditions for appropriation will be dealt with according to the written agreements. All other assets will be returned to the chartering agency to be reallocated to other public education providers or to be liquidated at fair market value at the discretion of the chartering agency. Any contracts or service agreements not necessary for the transition to closure will be terminated. Following the transition period, a final financial audit will be conducted and all necessary records and documentation will be submitted to the state through GreenWood.
SECTION 11. DISMISAL PROCEDURES AND SUSPENSION/EXPULSION

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Dismissal

Inappropriate actions and behaviors, as defined by Utah Code 53A-11-904, are first addressed directly and informally with the student by the classroom teacher to the best of his/her ability. Helping the student to recognize the action/behavior is paramount; therefore, encouraging the student to respond to the situation is important. Then, helping the student to accept responsibility for that action/behavior follows. Finally, depending on the nature of the action/behavior, appropriate disposition will be determined and assessed. Such action taken by the teacher will be noted on appropriate forms for potentially future disposition.

Should these actions and behaviors persist, additional assistance by qualified professionals, e.g., counselors, will be employed. These professionals’ primary responsibility will be to work with the student in an in-depth context to develop acceptance and responsibility. Furthermore, parents/legal guardians will be notified and potentially included in the formal process of disciplinary action.

Should the inappropriate action/behavior further persist, then, supervised in-school suspension will be the next step. The student will receive individualized instruction to continue academic learning and additional counseling will continue with the possibility of providing meaningful opportunities to re-integrate in the classroom.

Should it become necessary, the last step is to expel the student from GreenWood.

Special Education Students

With special education students, the IEP will identify and define the appropriate remedies for the actions/behaviors occasioned by the identified disability(ies). Furthermore, the state of Utah has provided a set of guidelines that schools need to adhere when working with special education students (see http://www.schoolls.utah.gov/sars/Laws,-State-Rules-and-Policies.aspx) which we intend to follow.

It should be noted that if the action/behaviors of special education students are NOT the result of or caused by their disability(ies), the special education students will be accorded treatment and procedures applicable to all students in the school.

B. GreenWood’s Suspension/Expulsion Policy is located in Appendix D.
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A. Policy

We believe that students benefit when parents and teachers work together in a relationship of trust and cooperation. We also recognize that difficulties and differences of opinion arise and must be understood. Parents, as the primary educator of their child, are encouraged to bring forth their concerns. Their voice is very important in the education of their child and must be heard. Complaints should be brought to the person or persons directly involved. If a complaint cannot be addressed in this manner then the parent should proceed by contacting the administration by phone or email, or arranging a meeting with the School Director and parties involved to discuss the issue. Complaints will be handled within the guidelines established and adopted by USOE and published for review in the State Rules. (See formal Complaint Policy in Appendix E)

When parents have suggestions or complaints about a child’s classroom experience, they are encouraged to speak directly with their child’s teacher. If any issue cannot be resolved with a parent-teacher conference, a parent may request an administrative conference. The School Director will schedule such a conference at a mutual agreeable time, preferably within 5 school days of the request. A conference must be held within 10 school days of such a request and documentation of parties unable to attend is required. All individuals involved will be given the opportunity to attend or to send a written statement.

Parents whose problems are not satisfactorily resolved at the school level may contact either the Governing Board. In addition, School Board meeting times and locations are posted at the school and on the school website. Such postings also include procedures for patrons to have their concerns added to the meeting agenda.

Parents with Special Education issues should bring their concerns directly to the Special Education School Administration. If this does not adequately address the situation the parents may contact the School Director. If any difficulties cannot be adequately resolved through the above avenues, parents will be provided information about parent advocacy groups like the Utah Parent Center or other like organizations. The state early dispute resolution procedure is available at any time, before a State complaint, mediation, or Due Process Hearing Request is filed and would be encouraged at this point. If any difficulties still cannot adequately be resolved, parents will be instructed to submit the complaint in writing to the Governing Board with a copy sent to the State School Administrator of Special Education. If the parents are unable to file in writing, they may contact the board for assistance.

B. Timeframe

GreenWood will resolve the complaint within thirty (30) days unless exceptional circumstances exist. Within this time limit, we intend to comply with all state mandated complaint procedures,
including issuing a written decision to the complainant, with a copy sent to the State School Administrator of Special Education, which addresses each allegation. Additionally, we will inform the complainant, in writing, of the right to appeal the decision for review to the USOE, and the procedures for doing so. If due process hearings and mediation are the result of an appeal, we intend to comply with all procedures outlined by Part B of the IDEA and the Utah State Board of Education Special Education Rules (USBE-SER).
SECTION 13. PARENTAL INVOLVEMENT

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

GreenWood believes that the success of the school largely depends on community and family support. It will be vital for GreenWood to ensure excellent communication with parents and allow them many opportunities to be involved in their child’s education.

A. Opportunities

Family involvement is an integral component of the GreenWood philosophy, to promote that objective GreenWood will:

1. Host a first Friday family breakfast and invite families of students to come and enjoy a healthy breakfast with their child on the first Friday of each month. This is a great way to educate families about healthy food choices.
2. Encourage all parents to volunteer at least twenty hours per academic year. The Volunteer Committee will recruit a volunteer coordinator who will track the volunteer hours of parents and distribute information on volunteer opportunities. The coordinator will be cognizant of parental work schedules when making recommendations.
3. Provide parents with access to email addresses for all teachers, administrators and board members, commit to a twenty-four hour response time
4. Invite parents to all board meetings and post notices on the school website and in the school newsletter.
5. Encourage parents to participate in the service-learning projects. We believe that helping our students to become civic minded citizens is largely dependent on how parents model civic-minded actions to their children; therefore parent participation will be a vital component to our program.
6. Request parents with varying talents and skills to volunteer their services to assist with school programs such as planning family picnics to creating recycling and fitness programs.
7. Establish a parent steering committee to make decisions regarding School LAND Trust funds, guide curriculum modifications, recommend and implement eco-friendly school policies.
8. Provide experts: The curriculum, mission, and Expeditionary Learning methodology encourage the presence of experts at GreenWood. We look for experts among parents to help after school activities, participate in Expeditions, or share expert knowledge in the classroom or through student-led interviews.
9. Establish Student Led Conferences: At the end each trimester, parents and teachers will participate in a conference led by that parent’s child.

At least one parent from at least two different families of students who are currently enrolled in the school may serve on GreenWood’s Governing Board. As vacancies become available
parents will be encouraged to apply for Board positions. Each applicant will be voted onto the Board by a majority of its current members.

Parents and adult family members of students will be encouraged to serve on Family Crews. Family Crews will be groups of individuals and are formed for the purpose of enriching the educational experience of all students attending GreenWood. Each Family Crew’s goal will be to fulfill the mission, vision, and HEALTH values of the school, implement extracurricular activities, and act as a liaison between parents of students at GreenWood and the Governing Board. Family Crews will be flexible and accommodate each member’s time limitations and ability to commit time to serve on the Family Crew.

A parent member of the Board will oversee the Family Crews and ensure that parents have a wide range of volunteer opportunities which will enable the parents to use their diverse talents and skills to benefit the school’s operations and management. Parents’ preference in which area of service they prefer to volunteer will be taken into consideration.

The Crews will consist of, but will not be limited to: Health Crew, Environmental Crew, Library Crew, Technology Crew, Fundraising Crew, Playground Crew, and Transportation Crew. Many of the volunteering opportunities will include, but are not limited to:

- Mentoring / Tutoring
- Morning Intentions
- Fundraising Efforts
- Building Maintenance
- Garden Maintenance
- Computer Lab Assistant
- Office Support
- Chaperoning Assemblies & Fieldtrips
- Grounds Maintenance
- Committee/Board Membership
- Library Assistance
- Snow Removal
- Kitchen
- Art Department
- Music Department
- Teacher Appreciation
- After-school Events
- Expeditions
- Marketing/Public Relations
- Grants
SECTION 13. PARENTAL INVOLVEMENT

GreenWood will also recognize and encourage family involvement throughout the year by hosting after-school events that are fun and educational for the entire family. Some of these types of events will include:

1) Family Appreciation Night
2) Family Halloween Night
3) Back-to-school Picnic
4) Family/Community Education
5) Student-led Conferences
6) Various After School Activities

Unsupervised time between students and volunteers will be prohibited. Volunteering during school hours will only be allowed when there is adequate supervision to allow monitoring of the students and volunteers by a teacher. (i.e.: tutoring in a classroom where the teacher or other administrator can easily see). Additionally, GreenWood will ensure that all before and after-school programs are supervised at all times by at least two volunteer adults or teachers. Finally, GreenWood will prohibit situations or circumstances that allow for a child to be alone with an adult.

GreenWood will require all volunteers to undergo an annual background check. The School Director will maintain a Volunteer File, which will contain the names of all volunteers, verification of their annual background check, their contact information, and verification of their relationship to a GreenWood student.

B. Notifications

In order for parents to be actively involved in their child’s education, there must be a good means of communication between the school and the parents. GreenWood will establish good parent/school communication by:

- Holding parent orientation meetings prior to the beginning of the school year.
- Providing a Parent Handbook at orientation that will include a section outlining parental opportunities for involvement.
- Providing a monthly newsletter from the school.
- Providing parents with teachers’ e-mail addresses and times when teachers are available for phone calls during the day.
- Keep the school’s website updated with current events and contact information.

As per the Utah Open Meetings Law, Board meetings will be open to the public. Parents will be invited to Board meetings by these various communication avenues and the meeting agenda will be posted publicly prior to the meeting. Additionally, the Board meeting agenda will provide time for parents to directly address the Board regarding any area of concern.
C. Volunteering

GreenWood will encourage parents/guardians to contribute at least 20 hours of volunteer service to the school each fiscal year. Parents will not be required to volunteer and if they choose not to, their choice will not affect their student’s education or well-being at the school.

Each year the parents will be given the Parent Survey to allow them the opportunity to express their views with regard to the effectiveness of the school. This formalized process will allow all parents to express their satisfaction or dissatisfaction with all aspects of the school. The school administration will use this feedback in creating their school improvement plans.
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A. Administrators

GreenWood will hire/appoint a School leader who has demonstrated outstanding leadership ability. The Director must have the skills and character to lead, including strong communication skills, teamwork, analytical, organizational, technological and interpersonal skills. The GreenWood Board realizes that in today’s global economy a school leader must not only possess background knowledge in school organization, general curriculum, and leadership skills, but must assist staff in developing student abstract skills such as higher order thinking, critical thinking and problem solving and accessing skills in a technological world. The School Director is expected to develop practices that focus the school community on student success.

The Director will be responsible to promote the effective involvement of parents and community. The Director will establish vehicles of communication between the school and parents including student-led conferences, school and teacher websites, newsletters, meeting announcements, focus groups, and other protocols that establish staff reporting of student behavior and progress to parents. The Director will work with the Parent Board and others on school events and the use of parent volunteers. The Leadership Team, under the direction of the Director, will establish procedures that affect the school environment and coordinate various group functions in the school where parents and staff work together. The Director will establish a yearly calendar and work closely with the Board and PTO President to establish an organized monthly calendar.

As GreenWood’s educational leader and the individual responsible for the school’s day-to-day operation, the Director will be instrumental to the school’s success, and as such, must have a strong commitment to GreenWood’s mission and focus because he/she will be held accountable for achieving that mission. GreenWood will ensure that the School Director is capable of providing instruction and implementing the governing board’s policies and directives in a fair and appropriate manner and meet the minimum qualifications outlined in item E below.

All employees of GreenWood are expected to conduct themselves in a professional manner. Employees of GreenWood shall:

- Have only appropriate and professional relationship with students.
- Maintain current licenses for any positions held.
- Treat all students fairly and respectfully.
- Ensure confidentiality of student information.
- Be in attendance and punctuality.
- Comply with dress standards.
- Support the School mission and HEALTH core values.
- Not use, possess or unlawfully distribute illegal or unauthorized drugs.
- Act in accordance with other accepted professional standards.
B. Teachers

GreenWood will employ certified teachers according to Utah state requirements for public (charter) schools. In addition, GreenWood will hire teachers that the School Director or Governing Board determine have sufficient breadth of knowledge or training in subject areas, experience in instruction, or other demonstrated abilities deemed necessary for him or her to effectively perform the duties of a teacher. We also seek to ensure that our teachers are in alignment with the school’s educational philosophy, methods of teaching, established curricula, goals and policies as set forth in this charter by the Founders.

We expect all of our teachers to have a work history that shows reliability, honesty, enthusiasm for teaching, and a strong work ethic. Our teachers will also demonstrate problem solving abilities and the ability to work well with others. We further seek for teachers who have varied educational backgrounds and an appreciation for health and environmental wellness.

All teachers hired by GreenWood shall have completed a bachelor's degree at an approved higher education institution and hold an appropriate license with areas of concentration and endorsements as approved by the Utah State Office of Education (see R277-510, R277-520, and R277-524) or shall be on track to complete the Alternative Route to Licensure as outlined in rule R277-503. All teachers hired by GreenWood shall have an appropriate criminal background check before employment at the school per statute 53A-3-410. Teachers at GreenWood will be required to receive regular training in Expeditionary Learning methods along with having the necessary qualifications as outlined below:

- Early childhood educators at GreenWood (K-3) shall hold a level 1, 2, or 3 license with an early childhood license area of concentration.
- Elementary teachers (1-6) shall hold a level 1, 2, or 3 license with an elementary area of concentration.

The GreenWood Director will recruit, interview, and hire the teaching faculty under the direction of the Governing Board. Board members may be allowed to sit in on the interview process if asked by the director, or if the board sees fit. The Director has the responsibility to hire teacher(s) who are able to produce the learning goals established by the Board.

All teachers participate in ongoing training and in-service; peer reviews; parent and student evaluations; and administrative mentoring. The School Director conducts periodic teacher evaluations. Teachers who do not meet the school’s high expectations will be given appropriate mentoring and professional development opportunities. Teachers who continue to fall below the school’s high expectations will not receive continued employment.

GreenWood believes that happy teachers perform better and offers the following benefits for its teachers:

- Small class sizes
SECTION 14. EMPLOYEES

- Team teaching opportunities for core subjects and expeditions
- Competitive salary
- Bonuses for training, recruitment, excellence in teaching, and additional endorsements
- Paid professional development opportunities
- Participation in a competitive Retirement System
- Staff wellness program that includes daily exercise, health insurance, dental plan, etc.
- Strong leadership and supportive staff
- Beautiful, new green facility
- Fun curriculum and atmosphere
- Access to an innovative lesson plan database

**Highly Qualified Teacher Plan**
Teachers at GreenWood who work in NCLB core academic subject assignments will meet the following qualifications to be highly qualified:

- For grades K-3 *Early Childhood* Teachers:
  - a bachelor's degree; and
  - an educator license with an early childhood area of concentration; and
  - a passing score at the level designated by the USOE on a Board-approved subject area test.

- For grades 1-6 *Elementary* Teachers:
  - a bachelor's degree; and
  - an educator license with an elementary area of concentration; and
  - a passing score at the level designated by the USOE on a Board-approved subject area test.

- For *Special Education* Teachers grades K-6:
  - a bachelor's degree; and
  - an educator license with a Special Education area of concentration; and
  - any one of the following in the assignment content area:
    - a passing score on a Board-approved elementary content test; or
    - a university major degree, master’s degree, doctoral degree, or National Board Certification and an endorsement in the content area; or
    - a course work equivalent of a major degree (30 semester or 45 quarter hours) and an endorsement in the content area; or
    - a passing score at the level designated by the USOE on a Board-approved subject area test and an endorsement in the content area.

  - a special educator who would be NCLB Highly Qualified as a teacher of record in an elementary/early childhood regular education assignment is also NCLB highly qualified as a teacher of record in a Special Education assignment.
Teachers who work with students with disabilities will also meet the qualifications as outlined in IDEA 2004 in addition to the qualifications outlined in NCLB. GreenWood shall submit a plan to the USOE describing strategies for progressing toward and maintaining the highly qualified status of all educator assignments annually.

Non-Highly Qualified Teacher Plan
If the school hires a teacher or paraprofessional who is not highly qualified, the employee will work closely with the Director to develop an individual plan that includes a timeline in which the employee will achieve highly qualified status in a timely manner. Highly qualified status must be obtained in no more than three years following initial hire. The plan will be submitted to the Utah State Office of Education for approval and will include the date for passing the appropriate Praxis test(s) and taking any additional college courses required to receive highly qualified status.

C. Paraprofessionals

GreenWood will follow state and federal guidelines in order to hire qualified paraprofessionals, including both instructional and classroom aides, for a program supported by Title I funds as outlined in R277-524. Paraprofessionals may:

- provide individual or small group assistance or tutoring to students under the direct supervision of a licensed teacher during times when students would not otherwise be receiving instruction from a teacher.
- assist with classroom organization and management, such as organizing instructional or other materials;
- provide assistance in computer laboratories;
- conduct parental involvement activities;
- provide support in library or media centers;
- act as translators;
- provide supervision for students in non-instructional settings.

All paraprofessionals working at GreenWood under Title I funding will meet the following requirements. ("Paraprofessional" means an individual who works under the supervision of a teacher or other licensed/certificated professional who has identified responsibilities in the public school classroom.)

- The individual shall have earned a secondary school diploma or a recognized equivalent; and
- The individual has completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- The individual has obtained an associates (or higher) degree from an accredited higher education institution; or
- The individual has satisfied a rigorous state or local assessment about the individual's knowledge of an ability to assist students in core courses under NCLB; and
• The individual shall satisfactorily complete a criminal background check if he or she will have significant unsupervised access to students consistent with Section 53A-3-410.

If working for a program not supported by Title 1 Funds:

• The individual will report directly to the executive officer.
• The individual will possess the skills and/or experience needed for his/her position.
• The individual will have a high school diploma.
• The individual will complete their job duties with minimal supervision.
• The individual will demonstrate a willingness to support GreenWood’s mission, belief statements, purpose, philosophy, goals and vision.

D. Background Check

We believe that the safety of our students is the number one priority; therefore, GreenWood will require background checks for every employee and volunteer prior to their employment.

GreenWood reserves the right to perform periodic background checks on all employees. Contracted employees who do not hold a license issued by the State Board of Education shall submit to a criminal background checks at least every six years.

GreenWood will provide a list of all non-licensed employees to the Utah Department of Public Safety which includes names, dates of birth, and social security numbers.

E. Job Description

Administrators

School Director

The School Director supervises family and community involvement at the school level. The School Director is a student advocate and parent liaison.

Job description
The Director oversees the overall administration and management of the school including, academic programs, school vision, staffing, and culture development, with particular emphasis on: planning and evaluation, policy development and administration, personnel and fiscal management, and parent and community relations. Additionally, the director will ensure the school design, Expeditionary Learning, curriculum, health and environmental programs, and philosophy is implemented throughout the school community. The Director is responsible to create an effective learning environment where students are challenged and motivated to grow and develop as lifelong learners.
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The School Director shall recruit, interview, and hire faculty members and educational Para-Professionals.

Responsibilities Include:

• Report directly to the Governing Board.
• Recruit, select, and hire all school staff, including teachers and support staff.
• Create an effective team responsible for attaining school goals and committed to achieving excellence.
• Ensure HEALTH core values are effectively integrated into the curriculum
• Oversee development and implementation of personnel policies and actions
• Work with teachers to continually assess and evaluate teaching performance and results; including observing classes regularly, providing feedback, and coaching.
• Oversee the successful implementation of professional development programs to meet the needs staff at all levels of development.
• Assume responsibility for fully implementing the Expeditionary Learning design in a high performing new school.
• Model a commitment to on-going professional development by participating in various EL conferences, institutes, summits, on/off site trainings, etc.
• Develop organizational goals and objectives consistent with the mission and vision of GreenWood and evaluate effectiveness of resulting programs and systems.
• Ensure compliance with full scope of government regulatory requirements
• Manage student recruitment and enrollment process
• Perform duties related to student discipline.
• Setup assessment strategies to ensure AYP and academic goals are met.
• Oversee the day-to-day management of the school site and the effort to ensure the health and safety of all students, faculty and staff.
• Collaborate with the Business Service Provider, Program Director, and Board on the budgets, charter and other legal compliance issues
• Develop and maintain open channels of communication with students, parents, staff, and community members.
• Work with parents to achieve maximum involvement in support of student performance and success
• Keep the Board apprised of issues impacting the school’s development. Maintain positive relationships with community organizations, businesses, other schools, USOE, and the Utah charter community
• Obtain additional funding to help accomplish the school's stated objectives.

Qualifications include:

• Master’s degree or higher with significant experience in a school or business setting where restructuring efforts were required
• or
At least five years secondary education or other management experience in a school, business, nonprofit, or public organization will be considered without benefit of postgraduate degree

Prior experience in hiring and human resources preferred
Prior experience in an educational or non-profit setting preferred
Ability to form productive relationships with students, families, and staff.
Demonstrated success managing staff through planning, motivating, rewarding, and providing targeted feedback and professional development
Extreme flexibility to accommodate multiple priorities and a strong work ethic to accommodate a high level of responsibility
Communication and interpersonal skills to provide clear leadership within a highly collaborative school environment.
Experience supervising and evaluating staff
Experience managing schedules and budget to reflect a school vision.
Participate in pre-service training and on-going professional development; including, National EL conference, onsite EL training, EL Leadership training, and Assessment Masters Class; USOE Business Manager training.
Deep commitment to the mission, values, and goals of GreenWood
Effective communication and relationship-building skills in order to work with key stakeholders, including Utah State Office of Education, Utah State Charter School Board, GreenWood School Board of Directors, parents, etc.
Strong work ethic
Experience administering a budget to promote a school vision
Understanding of Core Curriculum State Standards requirements
Understanding of Utah charter school and public education laws
Understanding of federal special education laws
Understanding of budget management

Preferred Qualifications:

- Background in Health and/or Environmental studies
- Background in Expeditionary Learning Methods

Program Director

The Program Director oversees the Health & Wellness and Environmental Programs for the school. The Program Director inspires healthy eating, environmental awareness and fitness as a way of life for students and the community.

Job description
The Program Director works closely with the School Director and the Business Service Provider to ensure school is fiscally fit and that school programs align with the mission and values of GreenWood. The Program Director will oversee all Health and
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Environmental Programs and ensure that students and teachers have the support and tools they need to accomplish their goals. A team approach will be strongly emphasized. He/she will substitute for the Director in the absence of the Director. Applicant must successfully complete a criminal background check.

Responsibilities include:

- Work closely with the Director and Business Service Provider.
- Act for the Director in the Director's absence, including attending internal and external meetings, conferences, activities and events
- Design, budget, deliver, educate, and evaluate health and environmental programs.
- Oversee student health assessments
- Monitor effectiveness of school programs
- Secure funds, donations and grants to meet budgetary requirements of programs
- Oversee grant management and proper use of funds
- Oversee contracted services
- Ensure teachers receive proper support and training of programs
- Approve lesson plans/expeditions prior to the beginning of each trimester
- Coordinate Community Education nights
- Attend community events in an effort to build and maintain positive relationships
- Establish and maintain effective and collaborative working relationships with all staff, students, families, the school district, the public and representatives of community agencies
- Carry out oral and written instructions and perform other related duties as requested by the Director
- Oversee various Steering Committee/Family Crews (such as Community Service, Cafeteria, Environmental, Health & Wellness, and Playground)

Qualifications

- Master’s degree in business, environment, or health-related studies.
- Non-profit experience preferred
- Ability to form productive relationships with students, families, and staff.
- Demonstrated success managing staff through planning, motivating, rewarding, and providing targeted feedback and professional development
- Extreme flexibility to accommodate multiple priorities and a strong work ethic to accommodate a high level of responsibility
- Communication and interpersonal skills to provide clear leadership within a highly collaborative school environment.
- Participate in pre-service training and on-going professional development as requested by Director; including, EL conference (lesson planning and expeditions templates), leadership training, and Masters class on teacher evaluations
- Deep commitment to the mission, values, and goals of GreenWood.
Curriculum School Director

Expeditionary Learning Schools (ELS) supplies an on-site, qualified School Designer who consults and trains in all educational programs, including Professional Development, Curriculum, and Expeditions. The School Designer encourages the use of innovative teaching methods to improve student learning and provides appropriate educational resources and numerous training opportunities to the faculty.

Head Secretary

Job description
The Head Secretary will manage the daily operations of the school and act as the central point of contact between the school and the support team. This position requires a self-motivated, team-oriented individual with a strong attention to detail, excellent organizational skills, and solid word processing and database capabilities. Moreover, this individual must truly enjoy working with students and young adults. Applicant must successfully complete a criminal background check.

Responsibilities include:
- Manage all aspects of attendance and student records, including generating daily attendance reports for the student information system
- Coordinate and track new-hire paperwork, for substitute teachers, hourly employees, and part-time employees, ensuring a smooth on-boarding process
- Participate in pre-service training and on-going professional development as requested by Director; (USOE training on CACTUS, SIS, & GRAMA)
- Administer procedures for purchasing inventory and school supplies, accounts payable, monthly timesheets for payroll, and other financial activities
- Answer phones and interacting with students, parents, prospective families, and visitors in a friendly, professional, and informative manner
- Manage the front office; assisting with faxing and copying, and maintaining student, office, and accounting files
- Check in late students and making daily attendance calls when necessary
- Demonstrate knowledge of and support for GreenWood’s mission, standards, policies and procedures, and code of ethical behavior
- Provide administrative and special project support to the director

Qualifications
- Prior school secretary experience preferred
- Knowledge of school district reporting requirements preferred
- Strong computer skills, including with Microsoft Office (Word, Excel, PowerPoint, etc.)
- Thrive in a fast-paced, dynamic work environment
- Work well independently and as a team member as required
• Have excellent oral and written communication skills, strong interpersonal skills, discretion, and a willingness to learn
• Proven attention to detail and time-management skills, as well as be organized, detail oriented and able to multi-task.
• Be able to identify and resolve problems resourcefully
• Commitment to the mission, values, and goals of GreenWood

Library Media Specialist

Job Description
The Library Media Specialist (LMS) is responsible for coordinating, preparing and adapting self-contained and integrated library media, educational technology and study skills lesson plans for students in grades K-8. The LMS supervises students in the school media center during the after-school enrichment period. This 8-hour per day position begins August 23, 2010. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Salary begins at $29,143 yearly and depends on education and years of successful teaching experience. Teachers are eligible for additional compensation, longevity bonuses and overtime. Health and state retirement benefits are included. Applicant must successfully complete a criminal background check.

Job Requirements:

Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with an “Elementary” or “Secondary” area of concentration and a “Library Media K-12 Endorsement.” Individuals who have a bachelor’s degree without a teaching license and wish to apply may be considered under Utah’s Alternative Route to Teacher Licensing program. Applicants must agree to develop an approved plan to obtain a teaching license from the USOE, and successfully complete a criminal background check.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses in the area of elementary social studies.

Teachers

Kindergarten Teacher

Job Description
The kindergarten teacher is responsible for the education of students and will create a class environment favorable for learning and personal growth. The teacher will establish effective rapport with students; motivate students to develop skills, attitudes, and the knowledge needed to provide a good foundation for further education, and do so in
accordance with each student's ability. The teacher will guide children in the kindergarten as they advance in their physical, mental, and social development and help maximize their potential in a positive and safe environment. The teacher will develop positive, productive relationship with students, parents, faculty, staff and administrators through effective communication. Selected candidate will develop appropriate lesson plans in accordance with Utah Core Curriculum and NAEYC Standards; use of a variety of innovative teaching styles and methods. Applicant must successfully complete a criminal background check.

Minimum Qualifications:
- A Bachelor's Degree in Education; and
- Minimum of 3 years of consecutive teaching experience at any level
- Early Childhood or Elementary license
- Hold a valid 1, 2, or 3 license from the State of Utah
- Three letters of reference
- Experience with Core Knowledge
- Relevant Teaching Experience

Preferred Qualifications:
- Experience with Expeditionary Learning
- Experience in Pre K-3 or Early Childhood classroom within the last 5 years.

Multi-grade Classroom Teacher

Job Description
The multi-grade classroom teacher will instruct in a multiage classroom of either 1st/2nd, 3rd/4th, or 5th/6th. This teacher must have strong classroom management, experience or knowledge of multiage classrooms. Preference will be given to teachers who have a background in Expeditionary Learning, health, and/or environment.

This teacher must also be flexible, creative, organized, reflective, and most importantly a team player. Collaboration with team members and other staff will be essential to the program. Also, a strong background in developing motivating activities with attention to learning styles, multiple intelligences, and interests, as well as abilities is expected. Applicant must successfully complete a criminal background check.

Responsibilities include:

- Establish clear objectives for lessons
- Follow charter school curriculum guidelines; cover all content required
- Conduct and design Learning Expeditions which support the state core standards and mission of GreenWood
- Work cooperatively with the school team in all areas of instruction, assessment, documentation, parent involvement, and classroom management.
 • Establish and enforce rules of behavior in the classroom
 • Participate in regular and on-going professional development, attend staff meetings, and perform other duties as directed by the School Director

Minimum Qualifications

 • Bachelor’s Degree in Elementary Education; and
 • Minimum of 3 years of consecutive teaching experience at any level
 • Early Childhood or Elementary license
 • Hold a valid 1, 2, or 3 license from the State of Utah
 • Three letters of reference
 • Experience with Core Knowledge
 • Relevant Teaching Experience

Preferred Qualifications:

 • Experience with Expeditionary Learning
 • Experience in a K-6 classroom within the last 5 years.

Substitute Teacher

Job Description:
Substitute teachers work in the classroom with students when the classroom teacher is unable to be present. Substitute teachers may be asked to teach after-school enrichment courses. Applicant must successfully complete a criminal background check.

Job Requirements:

 • Candidate must have a high school diploma or equivalent.
 • Preference will be given to candidates who hold a Level 1, Level 2, or Level 3 Utah Professional Educator License with an “Early Childhood” or “Elementary” area of concentration.

Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have completed professional development courses.

Special Education Teachers

Job Description

The Special Education Teacher is part of the special education crew. The special education crew determines student eligibility for special education programs, plans and designs individualized programs for special education students, coordinates services between classroom teachers and special education teachers, and evaluates student
progress. The crew teaches students in a mainstreamed environment when possible but one-on-one as necessary. Upon acceptance of employment, each teacher is expected to continue in his or her professional development during the term of employment. Applicant must successfully complete a criminal background check.

Job Requirements:

- With a “Mild/Moderate Endorsement.”
- Preference will be given to applicants who have previous teaching experience in any subject area, who are fluent in Spanish or ASL, or who have additional educational endorsements.

Responsibilities include:

- Conducting and implementing student IEP’s
- Assisting students and classroom teachers in embarking on Learning Expeditions which support the state core standards
- Work cooperatively with the school team in all areas of instruction, assessment, documentation, parent involvement, and classroom management
- Participate in regular and on-going professional development, attend staff meetings, and perform other duties as directed by the School Director
- Maintain compliance with Special Education regulations

Minimum Qualifications

- a bachelor's degree; and
- Candidate must hold a current Level 1, Level 2, or Level 3 Utah Professional Educator License with a “Special Education” area of concentration

Preferred Qualifications:

- Experience with Expeditionary Learning
- Fluency in Spanish and/or ASL

Special Services Team

The special services team includes an ASL interpreter, counselor, a school nurse, an occupational therapist, psychologist, and other licensed teachers and specialist as needed. These service positions will be added to the existing staff or will be contracted out on an “as-needed” basis. The School Director will determine which services to contract and which ones to staff.
Paraprofessionals

**Classroom Aide**

Classroom Aides work under the direction of the classroom teacher. They assist teachers in the classroom, work one-on-one with students, and direct small group activities. Upon acceptance of employment, each classroom aide is expected to continue in his or her professional development during the term of employment. Applicant must successfully complete a criminal background check.

Minimum Qualifications:
- Candidate must have a high school diploma or equivalent.
- Successful previous experience working in a public school.
- Completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- Have an associates (or higher) degree; or
- Have satisfied the Utah State assessment requirement for Para-professionals.

Preferred Qualifications:
- Experience with Expeditionary Learning
- Fluency in Spanish and/or ASL

**Special Education Classroom Aide**

Special Education Classroom Aides work with the Special Education team. They assist teachers in the classroom, work one-on-one with students, and direct small group activities. Applicant must successfully complete a criminal background check.

Minimum Qualifications:
- High school diploma or equivalent.
- Successful previous experience working in a public school.
- Completed at least two years (minimum of 48 semester hours) at an accredited higher education institution; or
- Have an associates (or higher) degree; or
- Have satisfied the Utah State assessment requirement for Para-professionals. All individuals shall satisfactorily complete a criminal background check.

Preferred Qualifications:
- Experience with Expeditionary Learning
- Fluency in Spanish and/or ASL
F. Evaluations

Teacher Evaluation

The School Director shall meet regularly with and evaluate every employee, ensuring a clear understanding of what is expected. These evaluations will serve to address any performance deficiencies as well as an opportunity to ensure state standards are being incorporated within teaching lessons and plans. The evaluation shall be seen as an opportunity to recognize superior performance, improve employee performance as needed and facilitate a strong working relationship within the school.

Pre-Evaluation

At the beginning of the year, employees will be introduced to a pre-determined evaluation inclusive of the methodology used in the evaluation process. The Director will also review job descriptions with staff members at the beginning of each school year.

Each teacher will work with the school’s Director to develop an appropriate professional development plan. The following includes, but is not limited to, steps taken in the pre-evaluation:

1. Prior to the start of the school year, teachers prepare goals in consultation with the Director.
2. Teachers will work with each other to prepare expeditions and supplemental curriculum. Expeditions will be reviewed before their implementation in meetings with other teachers in the school consistent with work review practices for students.
3. A written guide that is aligned with the goals of the school and Expeditionary Learning practices will provide a framework for individual goal-setting and Expedition Peer Review.
4. Goals are divided into four main areas: Curriculum & Assessment, Pedagogy, Classroom Management, and Professional Development.

At least one formal teacher observation each year for Level 2 teachers and at least one of the formal teacher observations each year will be scheduled in advance by the Director for each Level 1 teacher. All EYE Requirements will be followed for Level 1 teachers.

During Evaluation

During the Evaluation Period, the Director will observe and assess the following criteria: classroom management skills, knowledge and implementation of the curriculum and mission of GreenWood, instructional effectiveness, grading practices and organization, and professional practices as follows:

1. The Director conducts periodic observations of teachers during implementation of expeditionary material and reviews student products during the year. These observations and reviews are directly related to the goals of
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each teacher. The Director provides oral and written feedback. The Director will also regularly 'walk through' the school to get a good idea of the general direction of the school and to make him or herself available to staff.

2. Teachers participate in weekly evaluation meetings to share successes and short comings that need to be addressed. The purpose of these meetings is to provide lateral and vertical communication between teachers that will facilitate a smooth flow of content from class to class and from grade to grade.

3. Throughout the year, teachers compile a portfolio that shows evidence of progress toward goals. At year-end, this portfolio is reviewed and responded to orally and is critiqued by the Director and by fellow teachers.

4. Teachers provide a written assessment of progress toward their goals each term. If needed, appropriate adjustments are made in consultation with the Director.

Post-Evaluation
Results of formal reviews will be put in writing, signed by the employee and the Director, and placed in the employee’s personnel file. At a year-end celebration, all teachers will give a presentation to other teachers and board members covering student progress, successes, and remaining challenges.

If, as a result of an observation or review, the Director determines that a teacher is performing unsuccessfully, the Director may require the teacher to undergo remediation and may set specific goals for the remainder of the school year. Any such remediation does not alter the at-will nature of the employment relationship. The teacher may receive more frequent observations and/or evaluations as needed.

Teacher Evaluation Components
Improvement plans based on both formative and summative assessments will be evaluated as needed to help teachers acquire mastery level skills in their instruction, discipline and curriculum development.

Formative Components
This is the ongoing assessment carried out by the Director and Mentor Teacher both formally and informally throughout the year. The Director may regularly observe classrooms to observe teacher performance and student responses. Items observed may include review of lesson plans, teacher preparedness and ability to answer student questions, student engagement, and classroom management.

Teachers may be given opportunities to observe the mentor teacher or other teachers in practice on a yearly basis as part of the evaluative process.

At any time during the year, the Director and a mentor teacher, if applicable, may meet with a teacher to review teacher and/or student performance, discuss instructional practices and, if necessary, recommend remediation to help the teacher make any required changes or improvements.
Each teacher may have a pre-conference with the Director and mentor teacher, if applicable, prior to any mid-year evaluation to review lesson plans and become aware of special considerations.

**Summative Components**
These occur at defined periods of the academic year such as scheduled evaluations.

- May be based on Utah Professional Teacher Standards Continuum of Development as listed on USOE’s website. The standards, as listed below, evaluate a teacher’s performance level using a continuum that includes Basic, Emerging, Proficient, and Master:
  - Standard 1: Creating and maintaining a positive classroom environment that promotes student learning
  - Standard 2: Planning curriculum and designing instruction to enhance student learning
  - Standard 3: Engaging and supporting all students in learning
  - Standard 4: Assessing and evaluating student learning
  - Standard 5: Demonstrating professionalism to support student learning
- Teachers on the Entry Years Enhancement (EYE) Program will create and maintain a Personal Development Portfolio containing their goals and their plan for meeting those goals. The portfolio may include samples from the classroom or schoolwork, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The portfolio will be used in the formal review process. Other teachers may be asked to complete this portfolio as well.
- To encourage parental involvement, parents may also play a role regarding employee evaluation by being invited to complete two teacher evaluation surveys each year. Using appropriate survey methods, including anonymous electronic surveys, parents will be able to provide anonymous input concerning their students’ teachers. Survey results will be reviewed by the Director and Board, and appropriate data may be used to support summative evaluations.
- Goals set by teachers will reflect student outcomes. Summative evaluations will include student academic data appropriate to the goals set by teachers and Director.

The term review of progress, action research project, and other oral and written feedback from the Director during the year are formative in nature. Much of what is reviewed and discussed during the year is for the purpose of improving the teacher as well as improving the instruction methods, curriculum, and communication. The year-end review of progress on goals, however, is summative and is the major factor in determining continued employment and compensation.

**Support Staff Evaluation**
The support staff should be part of the culture of excellence at GreenWood. Support staff will have access to the Director at all times and the Director will conduct evaluations for the support staff on an as-needed basis throughout the year.
In addition the support staff will be evaluated each year by the Director in a year-end evaluation interview where old goals are reviewed and new goals are mutually determined. Teacher surveys of support staff performance will play a key role in the annual evaluation.

**Director Evaluation**

The Governing Board shall be responsible for evaluating the performance of the School Director on an annual basis. Director evaluations will be modeled after Teacher evaluations. The process will be fourfold:

1. **Conference & Goals:** At the beginning of each year, the Director will have a conference with the chair and one other member of the board. At this conference the Director will receive an evaluation document and list of the priorities for the school that year. This is the time when they will set goals, review staff and parent surveys and talk about informal observations the Chair has made of the Director’s performance at the school.

2. **Performance Review:** The Director, the board chair and one other board member will meet in a performance review session at the end of each year. This review will consider how the Director has filled his/her obligations for the school and how he/she has done at accomplishing the school’s yearly priorities. Staff and parent surveys related to the Director’s performance will also be taken into consideration.

3. **Presentation:** At the end of the year, the Director will present his/her State of The School Address and examples of completed School Products and accomplishments to the governing board and school staff. He/she will show how the school has improved and report on personal goals.

4. **Written Evaluation:** Some time after the final presentation, the Governing Board will compile a final written evaluation of the Director. This may include recommendations for remediation or items needing improvement. This will be a key factor in determining compensation.

GreenWood will seek to hire and retain the most qualified employees who support the mission and vision of the School. In order for GreenWood to accomplish its mission, employees must be highly motivated, innovative, and talented in their respective duties.

GreenWood’s Director will develop an evaluation for teachers. The evaluation tool will incorporate the mission and philosophy of the School in addition to assessing the teachers’ implementation of Utah Core Curriculum. The Director will continue to revise and refine the evaluation tool as needed in order to ensure that it adequately measures teachers’ effectiveness.
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Evaluation Frequency
GreenWood strives to create a learning environment for all staff by working with employees to correct any issues as they arise and to maintain standards of acceptable conduct. GreenWood will be an at-will employer and will follow all applicable state and federal employment laws.

Formal performance reviews for teachers will be conducted by GreenWood’s Director. The Director will conduct a minimum of one evaluation meeting each year.

In an effort to foster the teaching/learning environment for teachers, the Director may spend time in all classrooms performing informal formative evaluations on teachers and paraprofessionals. All employees will be observed on an ongoing basis by the Director, who will use both formal and informal observations as outlined previously.

Personnel File
GreenWood shall maintain a confidential personnel file for all employees and volunteers. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. File contents will include, but are not limited to, the following: criminal background check signed and completed personal information sheet, signed memorandum of understanding outlining the school’s expectations, mission and values, and rules of conduct. Each document will be renewed yearly. These files will be maintained by the school office and will be held on file for not less than one year following the individual’s departure.

Remediation
Maintaining quality staff is important to GreenWood because quality staff is essential for the School to accomplish its mission. Mentoring, professional development, and teacher collaboration will be integral to supporting and developing staff.

When the Director determines that an employee’s performance does not meet the School’s standards, the Director may utilize the sample Record of Corrective Action and/or Communication Expectation Form from the Utah Division of Risk Management. The school believes that working with employees to identify the need for improvement through warnings or reprimands, establish a plan for improvement, and then holding the employee accountable to the plan demonstrates respect for the individual and can be a highly effective means of improving performance in many situations.

The school is committed to working with and mentoring staff members to achieve professional development goals. In order to avoid compromising the School’s at-will employment status, GreenWood will not implement a formal progressive discipline or corrective action system. As such, employees should not have an expectation that these steps will be applied in any given situation. The school’s Director will have the discretion to apply the steps of warnings, reprimands, and accountability plans as appropriate in a given situation.
Dismissal
In part, it is the Director’s responsibility to maintain staff morale and develop effective educators; however, the Director will have the authority to terminate staff in compliance with the Utah Professional Practices Advisory Commission or as the Director sees fit in order to maintain the standards of quality set for the School and to maintain the School’s atmosphere of professionalism and learning.

Salary Increases and Bonus
From year to year, salary increases may be based on factors such as the outcome of each staff member’s employee evaluations, the experience and education level of licensed staff, extra duties performed, and budget projections. Bonuses may be awarded for continued education, professional development, and other criteria set by the Director.

The Board may establish a compensation philosophy as a policy to guide the Director in setting salaries and awarding bonuses.

Entry Years Enhancement (EYE)
As outlined in the administrative rules governing Entry Years Enhancement, Utah Administrative Code R277-522-3, during the first three years of teaching, teachers will receive mentoring, be frequently assessed/evaluated, and develop a professional portfolio. The purpose of the Entry Year Enhancement requirements is to develop, in Level One teachers, successful teaching skills and strategies with assistance from experienced colleagues.

Each Level One teacher will work with the School’s Director to develop a professional development plan that demonstrates the teacher’s progress towards obtaining “Highly Qualified” status as defined under ESEA. Level One teachers shall be assigned a trained and qualified Level 2 or 3 mentor teacher by the Director. The assigned mentor will supervise and act as a resource for the entry level teacher. The Level One teacher will also be required to pass a required pedagogical exam, complete three years of employment and evaluation, and compile a working portfolio in accordance with the EYE Requirements (see Utah Administrative Code R277-522-3).

The structure of the EL environment uses a team concept for building curriculum and expeditions. The Mentors will work closely with each level one teacher within this team environment. This ensures that every teacher is able to fulfill his or her mission in the school in a positive, supportive manner. GreenWood’s teacher training for Level One teachers will include the five components of EYE Standards:

- **Program Standard 1: Administration and Leadership**
  GreenWood’s Director will demonstrate a commitment to mentoring new teachers and teacher induction by receiving appropriate training.
- **Program Standard 2: Mentor Selection, Role and Training**
  GreenWood mentors will be selected, trained, and assigned to new teachers.
- **Program Standard 3: Induction Program Design (3 years)**
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GreenWood will incorporate a purposeful and sequenced structure of preparation for Level 1 teachers by following EYE standards and receiving the appropriate training.

- **Program Standard 4: Assessment/Evaluation Systems for Level Teachers**
  GreenWood’s assessment/evaluation process guides and informs Level 1 teachers about their own professional growth and provides documentation for USOE on individual teacher completion of the EYE Program.

- **Program Standard 5: Ongoing Program Evaluation and Reflection**

GreenWood will conduct an annual assessment for the EYE program and provide documentation to USOE.

G. Relatives

GreenWood does not prohibit the employment of relatives. However, in recognizing that nepotism is a concern, no relative shall be allowed to serve in direct supervisory role over another. (See Appendix F). All policies and procedures regarding employment of relatives shall be in compliance with state and federal law and approved by the board.

H. Terms of Employment

GreenWood will make every attempt to publicize and attract applicants who are qualified and exhibit passion and aptitude for teaching in a rigorous environment of active pedagogy. In all cases, GreenWood will select its personnel directly and in compliance with all Federal and State rules and regulations. The Governing Board is responsible for the hiring, supervision, evaluation, and termination of the school’s staff, or the delegation thereof.

Offers of employment are made in writing which, if accepted, are signed and returned to GreenWood. Accepted offers establish and acknowledge an agreement to an employment relationship between the employee and GreenWood. This agreement outlines the job requirements as well as compensation and benefits. Employment offers may be renewed yearly for all employees, including the Director.

GreenWood is an Equal Opportunity Employer and in compliance with the Americans with Disabilities Act Amendments Act (ADAAA), will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against an applicant or employee based on race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

Employment decisions will be based upon relevant job criteria; and in compliance with ADAAA, the School will not retaliate against an applicant or employee for asserting his or her rights under the ADAAA. The School is an Equal Opportunity Employer and will follow all other state and federal employment laws.

The Director and the Board will seek counsel and assistance from qualified legal and human resources professionals when employment issues arise in order to ensure that the School conducts itself in accordance with the law.
GreenWood will create an employee handbook containing the School’s employment policies and procedures. The handbook will be updated as necessary and will be distributed to all employees annually.

Employees will sign to verify that they have received a copy of the handbook. The school will provide employees with required trainings for issues including, but not limited to: sexual harassment awareness, prevention and reporting, discrimination, blood borne pathogens, Worker’s Compensation, legal liability, or policies as requested by director.

Under Utah State Law, GreenWood is exempt from the Utah Orderly Termination Act. All employees at GreenWood are considered at-will, and may be terminated at any time with or without cause. However, GreenWood desires to dismiss employees only when it is in the best interest of the students at the school.

All employees will be held to the same professional standards while in the presence of children and parents and will be expected to follow them. The Director will evaluate employees’ performance and professionalism and determine if it is in the best interest of the School, the students, and the overall mission and vision of the School to discipline or terminate an employee at any given time. When performance or conduct does not meet acceptable standards, the School may terminate an employee, or it may—but is not required to—if it deems appropriate, provide the employee a reasonable opportunity to correct the problem.

**Corrective Action**
The following list of reasons for termination or discipline is not all-inclusive. The Board retains the right to terminate employment with or without cause and to determine whether cause for termination or discipline exists, regardless of whether such cause is included in this list.

**Causes for Disciplinary Action or Termination:**

- Falsification of information supplied to the school, including but not limited to application information, employment data, reports, and testing data;
- Insubordination, which is defined as “Refusal to obey a directive which a supervisor is entitled to give and have obeyed”;  
- Improper or unlawful physical contact with students;
- Manufacturing, possessing, using, dispensing, distributing, selling, and/or engaging in any transaction or action to facilitate the use, dispersal, or distribution of any illicit (as opposed to authorized) drugs or alcoholic beverages on school district premises or as a part of any school district activity; Failure to obtain or maintain an appropriate license; Theft of school property;
- Inability, incapability, or failure to perform essential job functions despite reasonable accommodations;
- Evident unfitness to perform teaching duties;
• Violation of school policy which is of sufficient gravity to warrant disciplinary action or termination;
• Conviction of a crime which has a rational nexus to education;
• Conduct which is harmful to students and which is of such a negative nature that it warrants disciplinary action or termination; and
• Any reason the Board or its Designees(s) in its sole discretion deems reasonable and appropriate.
The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Administrative

GreenWood has designed an Administrative Services Plan that supports its unique mission, values and teaching philosophy. Responsibilities within the administrative services have been divided into the following five areas: Educational Programs, Support Services, Health & Environmental Services, Facility Services, and Business Services. Resources have been committed for each of the five areas and are detailed in the Budget and Detailed Business Plan sections. GreenWood’s Administration, Governing Board, and Staff will share many of these responsibilities. A related organizational chart is provided at the end.

1. Educational Programs. Expeditionary Learning Schools (ELS) supplies an on-site, qualified School Designer who consults and trains in all educational programs, including Professional Development, Curriculum, and Expeditions. The School Designer encourages the use of innovative teaching methods to improve student learning and provides appropriate educational resources and numerous training opportunities to the faculty. Additional administrative support is provided by a Crew including the School Director, Programs Director, and Special Ed Coordinator. Specific areas of oversight and responsibilities for the School Designer are listed below as are the Functions of the Educational Programs Crew.

2. Support Services. The School Director will oversee all Support Services, which are the Functions that support the educational programs in the school. As such, the School Director is the student advocate and parent liaison and endeavors to create positive relationships between the school and other organizations within the community. The School Director is ultimately responsible for the positive school culture. The School Director receives additional administrative support from a Crew including the Programs Director, Governing Board, and Business Service Provider. Specific areas of oversight and responsibilities for the School Director and the Crew are listed below.

3. Health & Environmental Services. The Programs Director will play a vital role in fulfilling GreenWood’s mission, vision, and HEALTH core values. The Programs Director will be responsible for implementing programs, teacher training, tracking assessments, and maintaining equipment and supplies related to such programs. We anticipate many of our programs will be funded through private grants so grant management will be vital to keeping the programs running effectively and efficiently. Health & Environmental Services will also provide free community education nights and be heavily involved with fundraising activities.

4. Facility Services. Facility Services includes functions necessary for the school to be kept safe and in good repair. Many of these responsibilities will be contracted out to other providers and will be overseen by the School Director. Managing equipment and supplies is also part of Facility Services and is managed by the School Director to ensure responsible use and care of school assets, facilities, and funds.

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5. **Business Services.** A Business Services Provider will be hired to oversee the functions included in the Business Services area. The functions include business and fiscal management, ensuring responsible use and care of school assets, facilities, and funds via required reporting, accounting, budgeting, purchasing, etc. Additional administrative support is provided by a Crew including the Programs Director, School Director, the Governing Board, and the Kitchen Manager. Specific areas of oversight and responsibilities for the Business Manager are listed below as are the Functions of the Business Services. In the event that the Governing Board feels that it is the best interest of GreenWood to perform the fiscal functions in-house, GreenWood will hire a Business Administrator to oversee the same functions as the Business Service Provider.
B. Budget

The goal of GreenWood is to responsibly budget sufficient resources for the Technology Plan. The planning year budget of $25,000 will cover the infrastructure of the school such as (routers, servers, and switches), initial administration needs, and a laptop computer for each teacher. The telephone system for the school will be designed in a voice over (VOIP) configuration. Hardware for the system will be provided as part of the building construction and therefore has not been included in the technology budget. The technology budget for years 1-3 will cover a computer lab, additional computers/Wyse terminals for CBT periods,
terminals within the classrooms, and other software/hardware. Budget allocations for years 1 through 3 are $35,000, $15,000 and $5,000.

C. Technology Plan

<table>
<thead>
<tr>
<th>Charter School</th>
<th>GreenWood</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Director</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>Technology Coordinator</td>
<td>Jessie Kidd</td>
</tr>
</tbody>
</table>

**Description of Technology Plan:**

This technology plan has been written to fulfill the GreenWood technology needs for the next five years, from school year 2014-15 through school year 2018-19. A reader of the plan should keep in mind that it is the purpose of the GreenWood School to provide for its students the most meaningful, valuable and rigorous educational experience it can design and deliver. It is the purpose of this technology plan to design, create and provide for the delivery of the hardware, the software, the Data and Voice services and the professional development and the support needed to facilitate that educational purpose. This plan will be updated quarterly or as the IT and IS industries evolve.

**Technology Vision and Mission**

At GreenWood, the learning community will be technologically literate life-long learners. Learners will be able to interact successfully in a technological environment to achieve their personal, education, and workplace goals. They will skillfully use technology to access, retrieve, and use information school-wide, community-wide, nationally, and internationally. The GreenWood community will learn to use technology to assist with all aspects of GreenWood education such as homework, communications, structured lessons and a great deal of On-line testing with CTRT’s and UBSCT’s.

**Technology Philosophy and Policy**

The primary purpose of the integration of technology is to improve student learning. The purchase of hardware and software and the implementation of network systems, Data Services and online intranet / internet web technologies are for the purpose of supporting the staff and student use of technology and facilitating the incorporation of technology into the regular instructional program and the staff’s day to day activities. The completion of the technology plan is the first step. Technology in the school is not a “fix all” solution; rather it is a supplement to enhance learning and teaching.

GreenWood views technology as an essential tool in the delivery of a standards-based curriculum and in preparing students for the world. At GreenWood, “high tech” does not mean specialization in technology. Students will use technology to explore a variety of essential questions and issues in a variety of pursuits: scientific, mathematical, literary, historical, and artistic, and aesthetic. Then use technology to assess the data, show modeling, etc…
Technology use at GreenWood is constructive, not instructive. Students use technology as tools. Students use technology to do investigative research and create products in the form of Word processing and multimedia documents, data sets and many more various items that they exhibit through web sites and Digital Portfolios. Teachers, students, and parents communicate face-to-face and by phone, email and other various tools. Exhibitions, often using presentation technologies, provide a frequent and productive rich context for face-to-face communication and peer and community review of student work. The presence of so much digital capacity raises issues about acceptable use.

GreenWood’s policies and procedures shall govern every aspect of technology at GreenWood as well as specific items such as student User Agreement consents, Computer Use Policy Addendum and Parent Permission Form for Internet and Electronic Mail. Other important issues that have been addressed are guidelines for content creation specific to multimedia documents, web sites and software development as a whole. At GreenWood we have a CIPA certified web filter to help keep out harmful material as well as teachers trained to help with keeping harmful material out of the school.

Every classroom in the GreenWood School has at least one computer and multiple Internet access points. Our school shall be wired, keeping possibly toxic wireless signals from distracting the learning of our students.

Assistive technology is available for special needs students. Special Education departments use an adaptive-needs based inventory to assess and provide for individual needs. The Special Education room has its own set of computers that match their needs.

Students and staff have access to their own dedicated space on the network as well as on the “cloud” for file saving and retrieval and can share and access files and library catalogs from across the schools network, outside the GreenWood LAN and within our own districts. Each student user gets 500 gigabits of file storage; this is greater than any other school in the state of Utah.

At GreenWood, students get their own email account, IM and Sharepoint space through Office 365 allowing students, parents and educators to communicate more effectively. A communication system of e-mail and telephone voice over IP mail is in place for all staff and faculty members. Outside of school hours, access to technology is provided through GreenWood’s “special” communications portals, forums, blogs, homework and VPN access to the internal portions of the network if the need requires it.

Not only can students complete homework assignments using technology, but also they can use a wide variety of Electronic Learning Resources to improve reading, mathematics, sciences, social sciences, software and hardware development, comprehension, vocabulary, and test taking skills. All students have access to Utah Stats various testing preparations on-line.

GreenWood is committed to On-line testing to support Utah’s new Adaptive Assessment. Securing more resources is one of our prime objectives. We need enough funding to support 4 computer labs at 24 machines in each lab for a total of 96 machines to be able to administer on-line testing for our entire student body over a 2 week period. This will rotate and will be reviewed monthly in the Technology Plan then updates will be made.
To accomplish our vision for increased student learning with the use of technologies, our plan enables the following:

**EQUAL ACCESS FOR THE LEARNING COMMUNITY**

**INTEGRATION OF TECHNOLOGY IN THE CLASSROOM**

**BUILD A CULTURE OF CONTINUOUS LEARNING FOR STAFF**

**PROFESSIONAL DEVELOPMENT STRATEGIES**

A thriving learning community focuses on improving learning for all of its youth and adult members. In order for staff members to create powerful learning experiences for children, they need to be engaged in the same. Our Instructional Professional Development will promote continuous inquiry and improvement embedded in the daily life of schools and focus on individual, collegial, and organizational improvement. The professional development strategies for improving learning and teaching with technology are a part of numerous school-based strategic plans and curriculum initiatives.

**TARGETED AREAS FOR IMPLEMENTING TECHNOLOGY GOALS**

Guide students to deeper investigations by engaging them in research based on the Research cycle. Use online research modules created by teacher/librarians and IT personal that guide students through investigations using the resources of the World Wide Web, purchased online services such as MS Encarta and MS Student software, Electric Library, and productivity software such as Word, Powerpoint, and Excel, photo shop and MYA. Challenge students with an intriguing question which prods them, working in collaborative groups, to seek information, display it, process it, and produce a presentation of their solution. Teacher teams write the research modules to support the district-adopted curriculum.

**TECHNOLOGY NEEDS ASSESSMENT**

At the outset of the technology implementation in GreenWood, the staff will complete the Technology Skills Self-Assessment annually. The GreenWood IT Director or contracted professional IT services will graph the results and use the information to plan for staff development opportunities.

Additionally, staff teams administer, observe, and score the student performance assessments at one grade level in elementary, middle, and high school. As staff members note the skills in which students need assistance, they work with their peers to enable changes in student learning experiences.

**BUILDING A CULTURE OF CONTINUOUS STAFF LEARNING**

**School Technology Teams**

School Technology Teams work throughout the year to coordinate activities and staff development in
our schools. Schools have written school technology plans and update them as needed. They use yearly assessments to plan for the next school year.

**Library Media Specialists-Technology Coordination Role**

School IT Director or contracted professional IT service provider Serves as technology coordinators at our school. The GreenWood IT Director or contracted professional IT service provider receives ongoing training and is a critical component of network and instructional support to the school. Websites guide student learning, publish student work, and structure the effective use of the internet.

**Technology Infrastructure**

The technology infrastructure will meet our instructional needs at GreenWood. Two leased T-1 lines for voice over IP (VoIP) and one for data and serving as a redundant backup.

Inside every room in the school multiple RJ-45 jacks have been installed and connected to CAT 6 cabling all terminating back to 8 Cisco gigabyte 48 port catalyst switches divided into zones, all providing a minimum send and receive data rate of 1000 megabits a second or 1 gigabyte a second. All computers in the school that are connected to our local area network connect at no less than a send and receive data rate of 1000 megabits a second or 1 gigabyte a second.

From inside every room in the school there is at least one coaxial connector connected to RG-6 digital cable all terminating back to a central location that can be spliced to go anywhere in the school.

The data and voice backbone of the school starts at the demarcation point with the “GEOMAX” line, then data is centered off across a 12 strand multimode fiber-optic cable and two RG-6 digital cables to our Cisco PIX firewall. Our secondary T-1 lines follow a secondary path being converted at the demarcation point across a separate VLAN. From the firewall the data is then split into 3 physical zones.

All student computers and computer labs go through this network. All student content created stays in this network. All proprietary information stays in this network. All staff computers and content stay in this zone. It is impossible for the student network to “cross-over” to the faculty network because of their physical separations. Our VPN (only for staff, all others go through portal sites).

Every room (or classroom) at GreenWood is equipped with a suite of presentation technologies an Audio-Visual cabinet on wheels, a video projector (1024x768) and Computer. The computer itself acts as a low-cost DVD and CD player.

Communications: Every staff, board, student and teacher is connected through Office 365 for education (a free service provided by Microsoft). Everyone has IM, fully integrated email hosted on the cloud on redundant exchange servers and office web apps for students that cannot afford the office suite. Full email groups and share point online. For more information see Office 365 for education.

**Technology Depreciation and Turn Over**
Knowing the IT and IS industries with respects to the overall depreciation of technology items, it is necessary to have a plane that address the overall maintenance and turnover of all Technology items. The following is a diagram of those items and their estimated time for turnover and replacement.

<table>
<thead>
<tr>
<th>Appliance / Service</th>
<th>Replacement Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers / Servers</td>
<td>2 years</td>
</tr>
<tr>
<td>Voice and Data Services</td>
<td>2 – 5 years</td>
</tr>
<tr>
<td>Software</td>
<td>2 years</td>
</tr>
<tr>
<td>Projectors</td>
<td>2 years</td>
</tr>
<tr>
<td>Audio Equipment</td>
<td>5 – 8 years</td>
</tr>
<tr>
<td>Internet Services</td>
<td>2- 4 years</td>
</tr>
<tr>
<td>Switches, Routers, Firewalls</td>
<td>2 years</td>
</tr>
<tr>
<td>Printers</td>
<td>2 – 5 years</td>
</tr>
<tr>
<td>Printers</td>
<td>2 – 5 years</td>
</tr>
<tr>
<td>Other misc.</td>
<td>2 – 5 years</td>
</tr>
</tbody>
</table>

Any replacements for the items shown above needs to be approved and coordinated with the GreenWood IT Director or the contracted IP service professional, the technology committee (if applicable) and the GreenWood Director or the GreenWood Business Manager. All replacements are subject to the Financial Policy as outlined by the GreenWood Facilities and Finance Committee.

Aggressive action items for technology funding are:

Appropriation of state funds for technology through E-Rate and other various grants; and Allocation to meet strategic goals, GreenWood and the State of Utah created funding sources for technology: the “Technology for Success” line, which supports grants to local districts and state-level initiatives; consistent with the funding principles established in the 1995 State Plan, grants to districts required local commitments and gave priority to high-poverty districts. Aggressive and successful pursuit of e-Rate and other federal funds on behalf of the Utah schools.

**Technology Expenditures and Finances**

GreenWood has budgeted $25,000

See table below
### Section 15. Services

Assessment of telecommunication services, hardware, software, and other services (Yr. 1)

<table>
<thead>
<tr>
<th>Computer Lab</th>
<th>Classroom</th>
<th>Library</th>
<th>Admin. Office</th>
<th>Other Locations</th>
<th>Planned Future Acquisitions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25 Desktops</td>
<td>1 Desktop for each classroom for a total of 20</td>
<td>5 Desktops</td>
<td>5 Desktops</td>
<td>3 Laptops in Lunch Room, Laptops 25 Mobil Cart</td>
</tr>
<tr>
<td></td>
<td>Total of 83 computers</td>
<td>10 to place 2 in each classroom</td>
<td>10 to place 2 in each classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. &lt; 4 yrs old</td>
<td>25</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>B. &gt; 4 yrs old</td>
<td>25</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>C. # of above computers that are Internet capable</td>
<td>25</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>28</td>
</tr>
</tbody>
</table>

### Peripheral Devices

A. Printers

<table>
<thead>
<tr>
<th></th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

B. Scanners

<table>
<thead>
<tr>
<th></th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

C. Assistive / adaptive devices

<table>
<thead>
<tr>
<th></th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 smart board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 smart board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

D. TVs (digital signal)

<table>
<thead>
<tr>
<th></th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 on wheel cart</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

E. DVD Players

<table>
<thead>
<tr>
<th></th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 on wheel cart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. LCD Projectors

<table>
<thead>
<tr>
<th></th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Yr. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 1 for each classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 for teacher check out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Network Equipment

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1 server room</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Routers</td>
<td></td>
<td></td>
<td></td>
<td>1 server room</td>
<td></td>
</tr>
<tr>
<td>C. Servers</td>
<td></td>
<td></td>
<td>2</td>
<td>2 server room</td>
<td>1</td>
</tr>
<tr>
<td>D. Firewall</td>
<td></td>
<td></td>
<td></td>
<td>1 server room</td>
<td></td>
</tr>
</tbody>
</table>

### Total Classrooms

20

### Number of class rooms wired for internal connections

20

### Telecommunication Links

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Gigabit Ethernet</td>
<td>1</td>
</tr>
<tr>
<td>B. Multiple T1s or T3</td>
<td>1</td>
</tr>
<tr>
<td>C. Microwave</td>
<td></td>
</tr>
<tr>
<td>D. UEN</td>
<td>1</td>
</tr>
</tbody>
</table>

### D. Education Service Provider

Any service contracted through outside educational service providers must adhere to the following policy stated in the Purchasing Policies and Procedures Manual. For a detailed explanation of the purchasing policies and procedures, refer to section 7 of this application on fiscal procedures.

Upon approval GreenWood’s petition to charter, the Board will formally advertise a Request for Proposal to procure the services of an established and successful Business Service Provider. It is our goal to start our first academic year with an experienced management team that understands Utah legislation regarding charter schools, accounting and bookkeeping, compliance, and fiscal management, as well as supports the School’s mission and educational philosophy. In order to accomplish this goal, we anticipate engaging the services of a reputable Business Service Provider. The attributes listed below will not be required but preferred in the selection process of a Business Service Provider.

THE BOARD IS THE ULTIMATE POLICY-MAKING ORGANIZATION AND RETAINS ABSOLUTE CONTROL IN THE SELECTION OR REMOVAL OF ANY SERVICE ORGANIZATION SERVING THE SCHOOL AND THE DIRECTOR.
The duties of a Business Service Provider may include, but not be limited to:

- Fulfill all duties in accordance with state and federal law
- In conjunction with the Board, establish policies and procedures
- Manage Accounts Payable / Receivable,
- Budget preparation and reporting
- Ensure the School maintains appropriate liability insurance
- Coordinate building/grounds construction management, operation and maintenance
- Assist the Director with recruiting and other Human Resources items
- Assist with the development of reasonably calculated procedures/policies to ensure compliance with appropriate laws and regulations
- Assist with board training for effective leadership
- Special programs consulting
- Financial reporting to State
- Submit reports to state as needed

The successful response to our RFP for a Business Service Provider should address each of the following components:

The Business Service Provider will be responsible and accountable to the Board for the administration, operation and performance of the School in accordance with the Charter. In connection with these duties, the Business Service Provider will report to the Board and advise it of the systems established to carry out these administrative duties.

The Board will review the recommendations made by the Business Service Provider and act upon them in the manner the Board decides.

The company should have a proven track record for providing management services to other Utah based charter schools. This information should include audit performances, proof of qualified staff support and client references. The candidate should also demonstrate experience in supporting a charter school throughout the planning, implementation and operational stages. If a Business Service Provider is chosen, it must demonstrate that its menu of services relieves the School from administrative and compliance burdens it would otherwise shoulder internally, thus allowing the School's administration to focus on student and school success. The Business Service Provider will provide an explicit operational budget that includes management fee expenses and how the fees will be associated with the services requested in the RFP.

The Business Service Provider may provide services requested by the board such as:

**Start-up Activities:**
Coordinate start-up activities pursuant to establishing the School as a legal entity. These activities may include, but not be limited to drafting Bylaws, Application for Recognition of Exemption under Section 501(c) (3), and Utah Registration for Exemption from Corporate
Franchise or Income Tax. The Business Service Provider will also assist the Board to establish the timelines of miscellaneous activities pertaining to school implementation and operation.

**Records Management:**
Work in conjunction with the Board Secretary to coordinate and attend the meetings of the Board and maintain the minutes and records of those meetings and comply with the requirements of the Open Meetings laws regarding such meetings and record keeping. Reports may be submitted to the Board or Director for approval, as applicable, and will be in compliance with state and federal regulations and reporting requirements of the School. The School may request that the Business Service Provider keep duplicate records.

**Financial:**
Bookkeeping services and coordinate with proven and reputable accounting firms to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Authorizer and state law. The Business Service Provider will also provide accounting information to the Board and the School’s Director on a regular basis as requested by the Board and will coordinate with, and assist, the Director in the identification and recruitment of qualified teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School.

**Human Resources:**
The Business Service Provider will assist in the preparation of employment agreements for new employees to be approved by the Board as school employees. The Board will have complete discretion to decide which human resource management method or service provider to subcontract.

**Assistance to Administration:**
At the request of the Board and/or the Director, the Business Service Provider will assist the Director to identify and/or develop curricula in connection with the operations of the School and for the procurement of proven student assessment methodologies and coordinate professionals to administer and evaluate results. Proposals from professionals offering to provide assessment and student evaluation services will be provided to the Board for its approval. The Board and the Business Service Provider will cooperate in good faith to identify measures of, and goals for, school and student performance, including but not limited to parent satisfaction. At the request of GreenWood, appropriate representatives from the Business Service Provider may attend required meetings and public hearings and report to the Board or School Director any items of relevance to the School.

**Selection of the Business Service Provider:**
The selection of the Business Service Provider will be determined by the Board’s use of a scoring rubric that contains a numerical score for each of the services listed above. Preference will be given to the Business Service Provider that encompasses the attributes listed above, and in addition, a Business Service Provider that provides positive references from other schools utilizing their services. After consulting with other charter schools in Utah, GreenWood has budgeted $55,000 to cover the costs associated with hiring a Business Service Provider.
The Board will follow all applicable federal and state laws and regulations regarding RFP protocol for hiring a professional Business Service Provider. No person that is an officer, Director or shareholder in any service organization serving the School will serve as a member of the Board of the School or vote on any matter affecting the School’s relationship with the service organization(s). Any Board member who is an employee of a contracted Business Service Provider or curriculum provider will resign as a Board Member prior to the Board taking action to contract with that organization.
SECTION 16. SPECIAL EDUCATION

The mission of GreenWood is to provide a quality, holistic education to all students by providing opportunities for them to be active, knowledgeable, creative, and conscientious individuals. GreenWood inspires a healthy balance in life through experiential learning, healthy eating habits, exercise, personal discovery, service learning, and environmental stewardship.

A. Services and Placement

Admission
In accordance with Federal and State Law, GreenWood will ensure that a free appropriate public education (FAPE) is available to any qualified student with a disability who needs Special Education and related services. Services will be provided as specified on an Individualized Education Program (IEP), designed to meet their unique needs and prepare them for further education, employment, and independent living.

Admission procedures for special education students at GreenWood will follow the same guidelines as their non-disabled peers; they will be enrolled at GreenWood based solely on the lottery and other requirements under the Utah Code and the USOE Administrative Rules for Charter Schools, and without restrictions due to race, color, gender, national origin, sexual identity, disability status, or religion. In addition to providing daily direct instruction and hands-on opportunities, each classroom at GreenWood will have daily small group tutorials and individual assistance. The curriculum also suggests a variety of practice and support materials that parents can initiate in the home.

Several elements of GreenWood’s instructional approach are designed to enable the school to more effectively respond to diverse demands and help accelerate the learning of students with disabilities. These include:

1. Least Restrictive Environment (LRE). GreenWood will place students with special needs along with their non-disabled peers to the maximum extent appropriate, while at the same time ensuring that a continuum of alternative placements is available to meet the needs of the students with disabilities as determined by the IEP team. This diverse grouping of students provides greater opportunities for students to learn from and support each other. The school’s project-based approach is optimal for differentiating learning activities to address the needs of individual students. However, students qualifying for Special Education services may be pulled out for one-on-one or small group instruction with a special educator or related service provider. Removal from the regular education environment will occur if the nature or severity of the disability precludes satisfactory achievement, even with the use of supplementary aids and services in the regular classroom. These kinds of important decisions will be directed by the requirements in a student’s IEP.

2. Team-based approach. A key factor in learning is motivation. The team approach is designed to help motivate students to more fully engage themselves in the learning process. The team approach also provides a good mechanism for facilitating peer tutoring and other assistance to students with special needs. GreenWood will use its school wide structure of “crew” to provide this team-based culture for all students, including those
with disabilities. At GreenWood, we strive to build a school culture where students feel safe, respected, and pushed to be their best selves.

3. **Cooperative learning.** A significant body of research has shown that cooperative learning instructional strategies produce greater academic learning, enhanced self-esteem, and improves relationships between mainstreamed academically handicapped students and normal-progress students. The approach enables all students to experience success and places students in a position in which they more naturally learn from their peers.

4. **Hands-on, experiential learning.** These types of activities enhance learning for all students, but they are often particularly helpful for students that struggle with more traditional instructional approaches. Students have greater opportunity to employ their “multiple intelligences” to gain understanding of key concepts. In addition to the work of Howard Gardner, these activities are supported by research in the Cognitive Sciences.

5. **Active Pedagogy** will be a key element in teaching practices throughout the school.

6. **High expectations.** All students will be expected to set and achieve challenging academic goals designed to accelerate their learning. Progress will be charted in their student portfolios. Each student, regardless of disability, will learn to take personal responsibility for their own learning.

GreenWood will ensure each student is treated as an individual, with special gifts and needs. Appropriate accommodations will be made for students with disabilities in order to ensure access to all activities.

**Continuum of Placement**

GreenWood will offer a range of placement options adhering to Part B requirements of the IDEA and Utah’s Special Education Rules. The IEP Team, in accordance with the "Continuum of Alternative Placements", will look at all possibilities from least to most restrictive and will choose what is appropriate for each student based on their individual needs. The instructional staff will include at least one full-time special educator with Special Education certification. In addition, consultative and other contractual services will be arranged as necessary to meet the requirements of student’s Individual Educational Plans (IEP). Supplementary aids and modifications will be provided to accommodate a successful environment for the student. There are many options in between the least and most restrictive placements that need to be considered. The order of the placement continuum is as follows:

- The general education setting with or without resource and/or itinerant services;
- A special class;
- A specialized school;
- A residential setting; and
- Homebound or hospitalized placement.
It should be noted that even when the IEP Team determines a more restrictive placement is necessary, students with a disability at GreenWood will participate with their non-disabled peers to the maximum extent such as meals, recess periods, athletics, recreational activities, and special interest groups or clubs. It is the goal of GreenWood to provide the majority of special education services within the general education setting with resource support. On occasion a student’s needs may be so great that they cannot be met within the general education setting, even with additional supports and accommodations, resulting in the student receiving close to half or more of their education in a special education classroom. If in the rare event a more restrictive placement is needed, the IEP Team will make all necessary arrangements as per Utah’s State Special Education Rules to determine the best placement for the student, making sure to adhere to the Least Restrictive Environment (LRE).

B. Qualified Staff

**Director’s Training/Knowledge**

GreenWood’s Board will hire a School Director who has the knowledge of special education that is necessary to implement special education services adhering to IDEA and Utah’s Special Education Rules and Guidelines. USOE’s rules and regulations require that the Director attend at least one special education class annually as part of the School’s development plan. GreenWood’s School Director will not only adhere to this requirement, but will be expected to attend on-going special education training opportunities. These additional training requirements will be determined by assessing the Director’s knowledge of special education and identifying available training opportunities that may be beneficial to the Director and to the special education team, consisting of parents, Special Education Teacher at GreenWood. In addition, GreenWood will make available to its entire staff, including the administration, professional development opportunities in the area of special education. This will include Child Find and Multi-Tiered System of Support (MTSS) training as well as state-run trainings, outside agency trainings, and trainings provided by the Utah Personnel Development Center (UPDC). In addition, professionals with expertise in areas of special education may do on-site trainings specific to GreenWood’s staff and their student needs.

**Staff/Faculty**

GreenWood will follow the Utah Special Education State Board of Education policies and procedures along with the State’s Public Charter School Law for hiring highly qualified special education teachers and support staff. At least one highly qualified special education teacher will be on staff at GreenWood at all times. In addition, GreenWood will contract with a speech language pathologist to assist students when needed. Highly qualified special education staff will be added based on the School’s special education needs. If, and when, this need arises, GreenWood will make it a budgetary priority to hire the needed staff. Other related service professionals, such as: occupational therapists, a psychologist, etc. that are needed to conduct evaluations and/or to provide related services will be contracted out according to individual student need.
The Business Manager and Administration will receive training and stay informed regarding the allowable uses of restricted IDEA and Special Education funds. Detailed documentation will be recorded and maintained to support uses of those funds.

**Caseloads**

The appointed Director will oversee the caseload of each special educator, taking into account the number of students, the hours of service required per student, the pupil/teacher ratio during instruction, and the number of students with severe disabilities in the caseload. Basic funding should meet the needs of all students, including special education students, and with the special education funding GreenWood will add staff when deemed appropriate. In considering the caseload of each special educator, the Director’s primary consideration will be to ensure that each student is receiving FAPE. The following is from the USOE Caseload Guidelines and will be the basis for identifying special education caseloads at GreenWood:

**Caseload Ranges**

- Special educators may serve students other than students for which they are the case manager (e.g., a speech-language pathologist may have a caseload of 25 files; however, he/she might provide services to a total of 60 students)
- Recommended ranges include (these ranges are not a minimum or maximum, but a guide for reviewing the previously stated considerations in determining caseloads):
  - Self-contained classroom teacher: 10-15
  - Resource teacher: 25-35
  - Speech-Language Pathologist (SLP): 50-60 – SLP caseload may have a combination of files managed and other students served

Paraprofessionals were not included when determining the caseload range identified in the Caseload Guidelines. However, GreenWood will take into account the use of such personnel when determining the caseload of their special education teachers. Additional unique circumstances for the special education teachers or student(s) will also be taken into account.

**C. Policies**

GreenWood will develop, provide professional development for appropriate staff, and implement USOE-approved Special Education Policies and Procedures Manual which are aligned with IX.A.-IX.B prior to November 1, 2015 (or our first year in operation – whichever comes first).

**D. Child Find**

Consistent with the requirements of Part B of the Individuals with Disability Education Act (IDEA) and with the Utah’s State Special Education Rules and Guidelines, GreenWood will develop policies and procedures to ensure that all students, grades K-6, residing within the jurisdiction of GreenWood, who are in need of special education and related services, are identified, located, and evaluated in a timely manner. “Child Find” is a component of the IDEA
and is required by all schools. Major components of the Child Find system at GreenWood will consist of a variety of components, including, but not limited to:

- Notification through multiple sources (e.g., notices home, the School’s website, the Parent and Student Handbook, parent-teacher conferences) to all parents that special education and related services are available at GreenWood.
- Annual training for teachers and faculty on Child Find obligations and strategies to facilitate the identification of students that are in need of additional supports and/or services. Yearly training will also occur on the MTSS referral process for special education prior to each school year. A review of this in-service will be given mid-year and more often if deemed necessary by GreenWood’s Special Education Team and/or School Director.
- Participation in the implementation of the statewide data collection system for reporting student information, including federal child count.
- USOE on-site monitoring of Child Find procedures through the regularly scheduled Utah Performance Improvement Planning System (UPIPS) monitoring process.
- Weekly problem-solving meetings consisting of special and general education teachers where students of concern are discussed. These discussions will include, but are not limited to input from the homeroom teacher, current formal and informal testing data, work samples, identification of interventions attempted and accompanying data.
- All cumulative files of students’ enrolled at GreenWood will be reviewed in regards to students’ academic history, attendance, and Criterion Referenced Test scores, etc.
- All students entering GreenWood will be pre-screened in Reading and Math. These data will be used as a guide for instructional decision-making in the areas of Language Arts and Math.
- All entering kindergarten students at GreenWood, or when requested by the parent or teacher of non-kindergarten students, will receive vision screening. Hearing screening will be administered at the request of the parent or teacher.

Referral, Evaluation, and Eligibility
If a child is found eligible for Special Education services, an IEP will be developed. The IEP team will convene within 30 calendar days of eligibility to develop an IEP. No Special Education services will be provided prior to the development of the IEP.

If school personnel and/or the parent determine that general education teaching approaches have been unable to provide educational benefit then GreenWood personnel will work with the student using specific, tiered interventions (MTSS). If after a reasonable period of time, allowing for on-going informal evaluation, monitoring, and documentation of the interventions, the interventions have proven ineffective, and the student continues to struggle school, personnel and/or the parent may determine a referral for special education evaluation is necessary. If there is reason to suspect the student is eligible for special education and related services due to a disability, the student shall be referred to special education for an initial evaluation based on educational concerns after parental permission is given to initiate the evaluation. Evaluation procedures/assessments selected and administered will not be discriminatory on a racial or
SECTION 16. SPECIAL EDUCATION

GreenWood will utilize a variety of assessment tools and strategies to gather relevant, functional, and developmental information about the student, including parental input. Below are the steps GreenWood will follow for an initial evaluation:

- GreenWood shall ensure a full and individual initial evaluation is conducted for each student being considered for special education services to determine if the student is a “student with a disability” under Part B of the IDEA and USOE’s Special Education Rules, and to determine the educational needs of the student. The results of the evaluation shall be used by the student’s IEP team to meet the IEP requirements outlined in the USOE’s Special Education Rules. Parental requests for evaluation shall be submitted to the special education team for review and recommendation. In the case of a parental referral, every effort will be made to implement the general education, MTSS process.
- GreenWood will have written procedures for making a referral for an individual, initial evaluation and the actions to be taken on the referral. Procedures will include implementation of effective instructional procedures, which then are monitored for student response to intervention. If the student does not respond to multiple interventions over a reasonable period of time, the parent/school team will decide whether a student is then referred for special education. If referred, the LEA makes the formal request and parents are required to give permission for evaluation prior to any formalized testing begins.
- Prior written notice will be provided and parental consent for testing will be documented before a student is evaluated. Once GreenWood receives signed parental consent, the evaluation process will be completed within 45 school days.
- Procedural Safeguards for students with disabilities and their parents will be established, maintained, and implemented. These safeguards include the opportunity for parental participation in meetings with respect to the identification, evaluation, educational placement of the student, and the provision of Free and Appropriate Public Education (FAPE) to the student. Parents of students with disabilities will receive a hardcopy of the Procedural Safeguards once a year, usually at the annual IEP review. However, a copy must also be given to the parents upon initial referral or parental request for evaluation, receipt of the first State complaint and/or due process complaint in that school year, and whenever requested by the parents. A special educator will provide parents with a brief explanation of the main provisions of the Procedural Safeguards.
- Students referred from within GreenWood that are being evaluated for the first time may not be placed in special education and/or receive special education and related services prior to the completion of the determination of eligibility for special education and related services and the completion of the IEP process.

Upon the completion of the assessments/procedures, a group of qualified professionals and the parent of the student will determine whether the student is a “student with a disability” as defined in Part B of the IDEA and Utah’s State Special Education Rules. The student can be determined eligible in thirteen different categories as directed by the categorical criteria and related testing results. Once determined eligible for special education and related services due to a disability, the IEP Team will develop an IEP and determine the appropriate educational placement in the Least Restrictive Environment (LRE) to the maximum extent appropriate where the student’s
 SECTION 16. SPECIAL EDUCATION

FAPE can be provided. The IEP will be reviewed and revised as appropriate by the IEP Team on an annual basis and the re-evaluation for special education services will take place every three years, or more often if deemed necessary by the IEP Team.

E. Special Education Records

Student Files/Records
In the admission application and during the registration process, parents will be asked to identify students who have previously been receiving Special Education, 504, or ESL services in their neighborhood schools. This identification will allow school personnel to request the student’s file, following all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist provided by USOE, which will facilitate the identification of appropriate educational services when school begins.

GreenWood will protect the confidentiality of personally identifiable information by maintaining a list of the names and positions of educational staff that may have access to student files on an Access Authorization Form posted on the locked filing cabinet where such information is contained. Persons listed on the Access Authorization Form do not need to sign the Record of Access Form located at the beginning of each student’s file; however, any other persons or agencies assessing the students’ records are required to log their name, position, and agency. The transfer of records as outlined earlier in this section states: In the admission application and during the registration process, parents are asked to identify students who have previously been receiving Special Education, 504, or ESL services in their neighborhood schools. This identification will allow school personnel to request the student’s file, following all the procedures detailed on the In-State and Out-of-State Transfer Student Checklist provided by USOE, which will facilitate the delivery of appropriate educational services when school begins.

The Special Education Teacher(s) at GreenWood will be responsible for evaluating and monitoring each student’s special education file, Individualized Education Program (IEP), coordinating services, and arranging for appropriate reviews and revisions of IEPs, consistent with federal and state laws.

At least annually, before the scheduled annual IEP, the case manager will thoroughly review each child’s records. If an error or discrepancy is found, the parents will be contacted within one week to schedule a meeting to address the error. If the error is deemed to be a violation of FAPE, immediate action will be taken to ensure FAPE is provided immediately, with comparable special education services until the IEP is either accepted or a new IEP developed (USBE-SER III.C.). In the event that the parent requests a record is inaccurate or misleading or violates the privacy or other rights of the student, the parent will notify GreenWood in writing. The IEP team, which includes the parents, will meet to decide if the records should be amended. The parents will be notified in writing of the decision of the IEP team and any subsequent action. A record of the meeting and discussion will be placed in the student’s file.
SECTION 17. ADDITIONAL INFORMATION

August 19, 2013

To Whom It May Concern,

I am pleased to write this letter of support for the Greenwood Academy, a proposed charter school in Northern Utah.

The Ogden Nature Center is a nonprofit organization founded in 1975. Our mission is to unite people with nature and nurture appreciation and stewardship of the environment.

For almost 35 years, we have provided engaging, outdoor programs for over 10,000 school children each year. Meeting core curriculum requirements for science and other subjects, the Ogden Nature Center’s field trips motivate and inspire children. These outdoor, experiential field trips give children the opportunity to play outside, and inspire them to enjoy, outdoor, recreation in the future. Additionally, we provide outreach programs, which include bringing live animals to schools and community venues. These animals serve as ambassadors of healthy environments and encourage students to take an active role in preserving their habitats.

The Ogden Nature Center supports and finds commonality in Greenwoods focus on healthy lifestyles, expeditionary learning and environmental awareness. A charter school focused on holistic education will fit nicely in our community of individuals, teachers and students who seek this type of programming from the Ogden Nature Center.

We look forward to working with the Greenwood Academy as we mutually strive to educate and inspire students.

Sincerely,

Mary McKinley
Executive Director

966 West 12th Street • Ogden, Utah 84404 • Phone (801) 621-7595 • Fax (801) 621-1867 • www.ogdennaturecenter.org
SECTION 17. ADDITIONAL INFORMATION

Justin Fawson
2539 N 1600 E
North Ogden, UT 84414
8/27/2013

Jessie Kidd
Co-Director
DaVinci Academy

To whom it may concern:

I’m writing to voice my support of creating an Expeditionary Learning (EL) environment in North Ogden. As a parent, I’ve experienced EL through my four children who have attended an EL charter school in Marriott-Slaterville. Their excitement for learning and experiencing the curriculum they are studying has given them practical experience that is absolutely essential in the business world. They learn critical skills, like presentation and public speaking, through the creation of real products that serve real people. This fosters a commitment to learning and passion for excellence that I have not seen in other learning environments. As I’ve discussed these EL objectives with the Superintendents of the Ogden and Weber School Districts, I’ve seen a shift in their schools toward more community interaction and experiential learning, but the implementation is limited and takes time.

As a founding member of the Venture Academy board, I advocated to locate the school near or in North Ogden, but the geographical draw was much farther than we initially anticipated and we chose to locate the school closer to freeway access. The distance and lack of transportation inhibited many potential North Ogden students from attending the school.

As a member of the North Ogden City Council, I strongly advocate providing additional charter school options within our city to provide parents and students with a choice in their educational path. Additionally, I wholeheartedly support the EL model as an ideal framework for this new learning environment.

Sincerely,

Justin Fawson
Council Member
North Ogden City
APPENDIX A. LOTTERY POLICY

PURPOSE

GreenWood (the “School”) has established an official admission procedure for accepting applications for enrollment at the School. This Policy provides appropriate procedures to be followed in the enrollment and lottery process and is made in compliance with governing laws, rules, regulations, and guidelines.

POLICY

Admission to GreenWood will not be made and preference in admission will not be given on any basis that violates governing laws, rules, and regulations, including IDEA 2004 and civil rights laws.

Community notifications will be made through both passive and active components such as: website and facebook notifications, banners, neighborhood flyers, public meetings, radio announcements, word of mouth, etc. Notifications will direct applicants to the school’s official website.

Notice of the opportunity to submit an application and procedures for enrollment at the School will be published on the School’s Internet website beginning no later than sixty (60) days before the School’s initial open enrollment period. The School’s website will also provide the following enrollment information: (1) a description of the procedures for applying for admission to the School; (2) the opening date or the School’s calendar; and (3) a description of how a student may transfer from the School to another charter school or district school.

Applications for enrollment at the School will be made electronically. If the School receives more applications for a grade than there are available seats in that grade, the School will accept students through a random electronic lottery system, except that the School may give preference in its random lottery to certain categories of students as permitted by applicable law. This preferential status shall be given in the following order and to the following categories of students:

First Preference: to children of “Founders” (as defined below);
Second Preference: to children of “Teachers” (as defined below) of the School;
Third Preference: to siblings of students presently enrolled in the School; and
Fourth Preference: to children of “Employees” (as defined below) of the School.

A “Teacher” is defined as a licensed employee working in a teaching capacity for more than ¾ of the school day.

An “Employee” is defined as an individual employed by GreenWood who works more than 20 hours per week for the School. “Employee” does not include contractors or subcontractors.

A “Founder” is defined as an individual who plays a significant role in the development of the school as determined and approved by the School’s board of directors. Notwithstanding, no student shall be given priority notice or guaranteed admission to the School. No more than 5% of
the total student population will be enrolled as a result of priority based on Founder or employment status of the student’s parent(s). Students selected through the random lottery will receive written notice from the School within seven (7) days offering admission to the School. The offer of admission will include, among other things, a deadline for accepting the offer. Failure to timely accept an offer of admission will permit the School to offer admission to another student identified through the random lottery.

Prospective Founders must commit to provide volunteer hours to the development of the School as determined by the Board. Founder status will not be conferred based on donations made to the School. Individuals who fail to meet these requirements can have their Founder Status revoked. Each Founder and each employee is allotted preferential enrollment for one (1) child.

The initial lottery of GreenWood will be held during the first week of March, 2015. Subsequent lotteries will be conducted from time to time as needed until the targeted enrollment numbers are met. In subsequent years, the first lottery will be held in March of each year, following which, additional lotteries will be conducted from time to time as needed until the targeted enrollment numbers are met in the given year. The School may, at the discretion of the School’s Director, continue to enroll students from the lottery throughout the school year to fill vacant seats when students withdraw as permitted by applicable law.

We will use bingo balls with a matched list of students to specific numbers (multiple birth students will have the same number) to draw students for a seat in the school. The lottery will take place in a public forum. No preferential treatment, guaranteed admission, or denial of any student will be permitted other than age requirement for the beginning of the school year (age 5 by September 1). All students and their parents who have applied will be invited to the forum, but attendance is not mandatory. This forum will take place at a designated location in year one and then at the GreenWood campus thereafter.
## APPENDIX B. BUDGET

### CHARTER SCHOOL WORKSHEET

**FY 2014-2015**

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<td><strong>Non-WPU Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related to Basic Programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible Allocation-WPU Distribution</td>
<td>$30.167 per WPU</td>
<td></td>
<td>$15,827</td>
</tr>
<tr>
<td><strong>Special Populations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement for At-Risk Students</td>
<td>$30.42 per student</td>
<td></td>
<td>16,123</td>
</tr>
<tr>
<td>Enhancement for Accelerated Students</td>
<td>$3.79 per student</td>
<td></td>
<td>2,009</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX B. BUDGET**

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost/Student/Per Qualif. Educator</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Land Trust Program</td>
<td>$41.88 per student</td>
<td></td>
</tr>
<tr>
<td>Reading Achievement Program</td>
<td>$20.62 per student-Guarantee Program $1.60 per K-3 student</td>
<td>$20.62</td>
</tr>
<tr>
<td></td>
<td>$38.47 per low income student</td>
<td></td>
</tr>
<tr>
<td>Charter Administrative Costs</td>
<td>$100 per student</td>
<td>53,000</td>
</tr>
<tr>
<td>Educator Salary Adjustment (ESA)</td>
<td>$5,215 per qualified educator plus benefits</td>
<td>93,870</td>
</tr>
<tr>
<td>ESA-School Administrators</td>
<td>$3,104 per qualified administrator</td>
<td>3,104</td>
</tr>
</tbody>
</table>

**Local Replacement Dollars**
- Average $1,710 per student: 908,010

**One Time**
- Teacher Materials/Supplies: $250 or $175 per teacher (K-6)1 $200 or $150 per teacher (7-12)2
  - Average: $200 or $150 per teacher: 531
  - Total: 4,028

**ESTIMATED Total All State Funding**
- $2,721,170

---

**CHARTER SCHOOL WORKSHEET**

**FY 2015-2016**

*****PROJECTION ONLY*****

<table>
<thead>
<tr>
<th>School Name</th>
<th>Average Daily Membership</th>
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<tbody>
<tr>
<td>Estimated ADM (K)</td>
<td>80</td>
<td>0.55</td>
<td>44</td>
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<tr>
<td>Estimated ADM (1-3)</td>
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<td>202.5</td>
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<tr>
<td>Estimated ADM (4-6)</td>
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<tr>
<td>Estimated ADM (9-12)</td>
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<tr>
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<td>Special Ed ADM (K)</td>
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<td>Special Ed ADM (1-12)</td>
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<tr>
<td>Special Ed (Self-Contained)</td>
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</tr>
<tr>
<td>Number of Teachers (K-6)</td>
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</tr>
<tr>
<td>Number of Teachers (7-12)</td>
<td>0</td>
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<tr>
<td>WPU Value</td>
<td>$2,842</td>
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<tr>
<td>No. of Teachers (FTE) (CACTUS)</td>
<td>18</td>
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<tr>
<td>School Administrators (CACTUS)</td>
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<tr>
<td>Prior Year WPU's</td>
<td>530</td>
<td></td>
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</tr>
<tr>
<td>Low Income Students-prior year</td>
<td>139</td>
<td></td>
<td></td>
</tr>
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</table>

(Except for CTE Add-on and Special Ed.)

---

Questions: Call Cathy Dudley @ 538-7667

Updated 05-17-12
# Appendix B. Budget

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Rate</th>
<th>WPU Generated</th>
<th>Amount Generated</th>
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<tr>
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<tr>
<td><strong>Regular Basic School:</strong></td>
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<td></td>
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<tr>
<td>Regular WPU - K-12</td>
<td>See above</td>
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<td>1.0000</td>
<td>50.4000</td>
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<td>Spec. Ed. Self-Contained</td>
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<tr>
<td>Special Ed Pre-School</td>
<td>1.0000</td>
<td>0.0000</td>
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<tr>
<td>Special Ed-State Programs</td>
<td>Based on Programs</td>
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<td></td>
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<tr>
<td>Career and Technical Ed.</td>
<td>Based on Programs</td>
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<tr>
<td>Class Size Reduction (K-8)</td>
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<td>524.6460</td>
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<tr>
<td><strong>Related to Basic Programs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>$15,827</td>
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<td></td>
<td>16,123</td>
</tr>
<tr>
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<td>$3.79 per student</td>
<td></td>
<td>2,009</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Land Trust Program</td>
<td>$41.88 per student</td>
<td></td>
<td>22,196</td>
</tr>
<tr>
<td>Reading Achievement Program</td>
<td>$20.62 per student-Guarantee Program</td>
<td></td>
<td>6,289</td>
</tr>
<tr>
<td></td>
<td>$1.60 per K-3 student</td>
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<td></td>
<td>$38.47 per low income student</td>
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<td>5,347</td>
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<tr>
<td>Charter Administrative Costs</td>
<td>$100 per student</td>
<td></td>
<td>53,000</td>
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<tr>
<td>Educator Salary Adjustment (ESA)</td>
<td>$5,215 per qualified educator plus benefits</td>
<td></td>
<td>93,870</td>
</tr>
<tr>
<td>ESA-School Administrators</td>
<td>$3,104 per qualified administrator</td>
<td></td>
<td>3,104</td>
</tr>
<tr>
<td><strong>Local Replacement Dollars</strong></td>
<td>Average $1,710 per student</td>
<td></td>
<td>908,010</td>
</tr>
<tr>
<td><strong>Total Non-WPU</strong></td>
<td></td>
<td></td>
<td>$1,126,623</td>
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<tr>
<td><strong>One Time</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teacher Materials/Supplies</td>
<td>$250 or $175 per teacher (K-6)(^1)</td>
<td>20</td>
<td>3,500</td>
</tr>
<tr>
<td></td>
<td>$200 or $150 per teacher (7-12)(^2)</td>
<td>0</td>
<td>-</td>
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<tr>
<td>Library Books and Resources</td>
<td>$0.995 per student</td>
<td>531</td>
<td>528</td>
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<tr>
<td><strong>Total One Time</strong></td>
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<td></td>
<td>$4,028</td>
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<tr>
<td><strong>ESTIMATED Total All State Funding</strong></td>
<td></td>
<td></td>
<td>$2,743,380</td>
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</tbody>
</table>

\(^1\)Steps one through three get $250; steps four or higher get $175
\(^2\)Steps one through three get $200; steps four or higher get $150

Questions: Call Cathy Dudley @ 538-7667  
Updated 05-17-12
## APPENDIX B. BUDGET

**Budget for Planning Year**

Charter School Name: GREENWOOD ACADEMY

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Planning Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue From Local Sources (1000)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Revenue from State Sources (3000)</td>
<td>$0</td>
</tr>
<tr>
<td>Total Revenue from Federal Sources (4000)</td>
<td>$0</td>
</tr>
<tr>
<td>Private Grants &amp; Donations: Source(s) (specify)</td>
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</tr>
<tr>
<td>Loans:</td>
<td>$0</td>
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<tr>
<td>Commercial</td>
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</tr>
<tr>
<td>Contributions and Donations from Private Sources</td>
<td>$0</td>
</tr>
<tr>
<td>Other (specify): Charter School Revolving Loan</td>
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<tr>
<td>Total Revenue from Other Sources (5000)</td>
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</tr>
<tr>
<td>Total Revenue</td>
<td>$250,000</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Number</th>
<th>Salary or Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>Salaries - Teachers</td>
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<td>$0</td>
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<tr>
<td>132</td>
<td>Salaries - Substitute Teachers</td>
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<td>$0</td>
</tr>
<tr>
<td>161</td>
<td>Salaries - Teacher Aides and Paraprofessionals</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>100</td>
<td>Salaries - All Other</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>210</td>
<td>Retirement</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>220</td>
<td>Social Security</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>240</td>
<td>Insurance (Health/Dental/Life)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>200</td>
<td>Other Benefits (specify)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>300</td>
<td>Purchased Professional and Technical Services</td>
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<td>$35,000</td>
</tr>
<tr>
<td>600</td>
<td>Instructional Supplies</td>
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<tr>
<td>641</td>
<td>Textbooks</td>
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<td>$19,000</td>
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<tr>
<td>700</td>
<td>Property (Instructional Equipment) (700)</td>
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<tr>
<td>800</td>
<td>Other Objects</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>810</td>
<td>Dues and Fees</td>
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<td>$0</td>
</tr>
<tr>
<td></td>
<td>Total Other Objects (800)</td>
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<td>$0</td>
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<tr>
<td></td>
<td><strong>Total Instruction (1000)</strong></td>
<td>$59,000</td>
<td>$59,000</td>
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</tbody>
</table>
## APPENDIX B. BUDGET

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>141</td>
<td>Salaries - Attendance and Social Work Personnel</td>
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</tr>
<tr>
<td>142</td>
<td>Salaries - Guidance Personnel</td>
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<tr>
<td>143</td>
<td>Salaries - Health Services Personnel</td>
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<tr>
<td>144</td>
<td>Salaries - Psychological Personnel</td>
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<tr>
<td>152</td>
<td>Salaries - Secretarial and Clerical</td>
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</tr>
<tr>
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<td>Salaries - All Other</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Salaries (100)</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>210</td>
<td>Retirement</td>
<td>$0</td>
</tr>
<tr>
<td>220</td>
<td>Social Security</td>
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<tr>
<td>240</td>
<td>Insurance (Health/Dental/Life)</td>
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<tr>
<td>200</td>
<td>Other Benefits</td>
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<td></td>
<td><strong>Total Benefits (200)</strong></td>
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</tr>
<tr>
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<td>Property</td>
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</tr>
<tr>
<td>800</td>
<td>Other Objects</td>
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<tr>
<td>810</td>
<td>Dues and Fees</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td><strong>Total Other Objects (800)</strong></td>
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<td></td>
<td><strong>Total Student Support Services (2100)</strong></td>
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<tr>
<td>145</td>
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<tr>
<td>162</td>
<td>Salaries - Media Personnel - Noncertified</td>
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<td>Salaries - All Other</td>
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<tr>
<td></td>
<td><strong>Total Salaries (100)</strong></td>
<td><strong>$0</strong></td>
</tr>
<tr>
<td>210</td>
<td>Retirement</td>
<td>$0</td>
</tr>
<tr>
<td>220</td>
<td>Social Security</td>
<td>$0</td>
</tr>
<tr>
<td>240</td>
<td>Insurance (Health/Dental/Life)</td>
<td>$0</td>
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<tr>
<td>200</td>
<td>Other Benefits</td>
<td>$0</td>
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<tr>
<td></td>
<td><strong>Total Benefits (200)</strong></td>
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<tr>
<td>300</td>
<td>Purchased Professional and Technical Services</td>
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<td>600</td>
<td>Supplies</td>
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<td>644</td>
<td>Library Books</td>
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<td>Periodicals</td>
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<td>Audio Visual Materials</td>
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<td>Other Objects</td>
<td>$8,000</td>
</tr>
<tr>
<td>810</td>
<td>Dues and Fees</td>
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</table>
## APPENDIX B. BUDGET

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Salaries (100)</td>
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<tr>
<td>Salaries - Principals and Assistants</td>
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<tr>
<td>Salaries - Secretarial and Clerical</td>
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<tr>
<td>Salaries - All Other</td>
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<tr>
<td>Total Salaries (100)</td>
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<td>Retirement</td>
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<td>Social Security</td>
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<tr>
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<tr>
<td>Other Benefits</td>
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</tr>
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<td>Total Benefits (200)</td>
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<td>Property</td>
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<tr>
<td>Other Objects</td>
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</tr>
<tr>
<td>Dues and Fees</td>
<td>$0</td>
</tr>
<tr>
<td>Total Other Objects (800)</td>
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<td>Total Salaries (100)</td>
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<tr>
<td>Total Benefits (200)</td>
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</tr>
<tr>
<td>Purchased Property Services</td>
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<td>Construction and Remodeling</td>
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<td>Total Property (400)</td>
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<tr>
<td>Other Purchased Services</td>
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</tr>
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<td>Property</td>
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<tr>
<td>Other Objects</td>
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<tr>
<td>Dues and Fees</td>
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<td>Total Other Objects (800)</td>
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<tr>
<td>Total Salaries (100)</td>
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<td>Total Benefits (200)</td>
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<tr>
<td>Purchased Professional and Technical Services</td>
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<td>Purchased Property Services</td>
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<tr>
<td>Construction and Remodeling</td>
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<td>Total Property (400)</td>
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<td>Other Purchased Services</td>
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<tr>
<td>Dues and Fees</td>
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<tr>
<td>Total Other Objects (800)</td>
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<tr>
<td>Total Operation &amp; Maintenance of Facilities (2600)</td>
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<tr>
<td>Salaries</td>
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### Notes
- Total Other Objects (800) = $8,000
- Total Instructional Staff Support Services (2200) = $22,000
- Total School Administration (2400) = $31,000
- Total Operation & Maintenance of Facilities (2600) = $3,000
## APPENDIX B. BUDGET

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**APPENDIX B. BUDGET**

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**Budget for Operational Year 1**

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GreenWood
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Total Student Support Services (2100) | $80,325 | $66,575 |

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GreenWood  Page 192
## APPENDIX B. BUDGET

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## APPENDIX B. BUDGET

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### APPENDIX B. BUDGET

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<table>
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<th>Item Code</th>
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### APPENDIX B. BUDGET

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<th>$111,206</th>
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<td>Reserves as Percentage of Total Revenue</td>
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Budget for Operational Year 2

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<td>Second Operational Year</td>
<td>100% Enrollment</td>
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<td>Child Nutrition Program (CNP) and Lunchroom Sales</td>
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<td>Other</td>
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<tr>
<td>Total Revenue From Local Sources (1000)</td>
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<td>Total Revenue from State Sources (3000)</td>
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<td>Contributions and Donations from Private Sources</td>
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<th>Salary or Cost</th>
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## APPENDIX B. BUDGET

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### Total Instruction (1000)

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### Total Student Support Services (2100)

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<th>Salary (100)</th>
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## APPENDIX B. BUDGET

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### APPENDIX B. BUDGET

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## APPENDIX B. BUDGET

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</table>
1. PURPOSE & PHILOSOPHY

This policy has been adopted to enable GreenWood to purchase, establish contracts, and generally carry on its procurement functions; to ensure the fair and equitable treatment of all persons who deal with the procurement system; to foster broad-based competition within the free enterprise system; and to properly account for the expenditures of public monies.

2. AUTHORITY

The school Director has delegated authority by the GreenWood Board to carry out the procurement functions of the school and to ensure such functions are in accordance with established policies and written procedures. The Director may delegate, in writing, purchasing authority to other GreenWood employees as necessary to fulfil the purpose and philosophy of this policy. The Director is also given authority to withdraw delegated authority.

3. SCOPE

3.1 This policy applies to all purchases made by GreenWood or any of its departments, programs, etc. The policy applies regardless of the source of the money to be expended, including, but not restricted to:
   3.1.1 tax money
   3.1.2 state, federal, and private grants
   3.1.3 donations
   3.1.4 revenue generated by programs, schools, departments, etc.

   (However, where a donor is to donate the entire cost of a supply, service or construction item, and has conditioned the donation on award to a specific supplier, service provider, or contractor, this policy does not apply.)

3.2 This policy shall apply to all purchases made through approved purchase orders, expenditure requests and requisitions. This policy prohibits purchases through other purchasing instruments, which include revolving credit purchase instruments unless prior approval has been granted.

3.3 This policy applies to all purchases of supplies, equipment, materials, construction, real property, and services.

4. REQUISITION CREATION AND PURCHASE APPROVAL

4.1 All transactions that result in a commitment of school funds shall be approved by the school Director or designee prior to making any purchasing arrangements.
4.1.1 Purchases of goods and services shall be executed by submitting a requisition, which (after the appropriate administrative and program approval) results in the creation of a purchase order.

4.1.2 Refunds or other reimbursements to students, parents, and employees shall be documented by receipts, sales slips, etc., which are submitted prior to the issuance of a check.

4.1.3 Purchases of goods and services for custodial, maintenance of buildings and grounds, and small instructional or office supplies may be acquired through open purchase orders established for approved vendors. Only approved positions within the administration are authorized to purchase goods or services through the open purchase order system. Any misuse or violation of the open purchase order system shall result in disciplinary action.

4.1.4 Items or services not requiring a requisition include the following:
   4.1.4.1 Petty cash purchases
   4.1.4.2 Business related travel by school employees
   4.1.4.3 Payroll checks
   4.1.4.4 Recurring utility bills

4.1.5 It is improper under state law to divide or split procurement transactions into small units that are artificially devised to avoid the bidding requirements and other procedures applicable to larger unit transactions. (Utah Code 63G-6a-2305)

4.2 Each requisition must include as a minimum the following information:
   4.2.1 An accurate description and price for every item listed.
   4.2.2 Date of purchase order
   4.2.3 Verbal quotes received when applicable
   4.2.4 Name of supplier
   4.2.5 Appropriate signature or electronic approval

4.3 The school Director, or approved officer, must approve all purchases. Purchases in excess of $5,000 require additional approval by a member of the Governing Board.

4.4 Exceptions to this policy shall apply to emergency procurements as identified by the Director, provided a requisition is approved subsequent to the purchase.

5. COMPETITIVE SOLICITATIONS OF BIDS

5.1 GreenWood policy defines small purchases as those purchases less than $5,000 except small purchases for construction or architect-engineer services shall be less than $50,000. Competitive pricing shall be obtained for all purchases. Purchase requirements may not be divided into smaller units to avoid using the proper purchasing procedure based on the dollar volume, nor are purchases to be made prior to obtaining a purchase order number except for purchases made with an open purchase order according to section 4.1.3 and emergencies according to section 4.4.
APPENDIX C. PURCHASING POLICIES AND PROCEDURES

5.1.1 Purchases up to $500. For purchases up to $500, requesting officers are encouraged to seek the best possible sources of supply based on factors such as price, prior vendor performance, and delivery; and to utilize other contracts as established by the school or the State of Utah.

5.1.2 Purchases between $500 and $5,000. No fewer than three vendors shall be contacted by the requesting entity for verbal, e-mail, or written price quotes. Quotations shall include a complete description of the product or service to be purchased, the quantity, the vendor name, address, name of the person providing the quote, quote date, unit and extended price, shipping charges if applicable, and delivery and payment terms. When a vendor is selected, a brief comment should accompany the documentation explaining the rationale for that vendor selection. Documentation shall be retained by the purchasing agent and shall be subject to the Director’s review/approval prior to any commitment to a vendor and be subject to audit by auditors.

5.1.3 Purchases between $5,000 and $10,000. The same policy applies as in 5.1.2 except that written or e-mail quotations are required. Written quotes and award justification must be submitted to the Director or designee and Board of Trustees for final approval and shall be retained in a file and be subject to audit.

5.1.4 Purchases over $10,000 or for construction or architect-engineer services over $50,000. All purchases anticipated to be in excess of $10,000 or for construction or architect-engineer services over $50,000 should be formally bid in accordance with adopted bidding policies and procedures. Requesting officers shall provide the purchasing agent with complete descriptions, specifications, and suggested sources for the goods/services requested. Those purchases in excess of $20,000 or for construction over $50,000 shall be formally bid with public notice given in accordance with adopted bidding policies and procedures. All of the solicitations and advertisements to be bid shall be issued after receiving approved requisitions from the purchasing agent. The purchasing agent further shall coordinate the receipt, opening, review, and awarding of all bids in accordance with the policy.

5.1.5 Purchases are authorized after budgetary approval using a vendor and price established by a state awarded procurement contract without going through the competitive solicitation process.

5.2 The bidding process is as follows:

5.2.1 The school Director is responsible for assuring that all bidding procedures are in compliance with the requirements of the Utah Procurement Code and School policies.
5.2.2 Public notice of invitations to bid shall be given a reasonable time prior to the date for opening of bids. Such notice shall include publication in a newspaper of general circulation.

5.2.3 Bids shall be opened publicly in the presence of one or more witnesses at the time and place designated in the invitation for bids. All bidding documents shall be available for public inspection.

5.2.4 Correction or withdrawal of inadvertently erroneous bids prior to the date for opening of bids shall be allowed provided requests for correction or withdrawal shall be received at the purchasing agent prior to the date and time for opening of bids and provided such requests are in writing and clearly labeled.

5.2.5 Correction or withdrawal of inadvertently erroneous bids after the opening of the bids, based on such bid mistakes, cannot be made except by authorization of the Director or his/her designee. Requests for such action must be made in writing accompanied by full documentation of the facts leading to the presentation of the erroneous bid. The decision to permit the correction or withdrawal of a bid or to cancel an award or contract based on an alleged bid mistake shall be in writing, with a statement of reasons. After bid opening, no changes in bid prices or other provisions of bids prejudicial to the interest of the School or fair competition will be permitted.

5.2.6 When due to lack of information it is considered impractical to prepare a purchase description or specification to support an award based on price, an invitation for bids may be issued requesting the submission of unpriced offers. This is to be followed by an invitation for bids limited to those bidders whose offers have been qualified under the criteria set forth in the first solicitation.

6. USE OF COMPETITIVE SEALED REQUEST FOR PROPOSALS IN LIEU OF BIDS

6.1 When the Director or designee determines in writing that the use of competitive bidding is either not practicable or not advantageous to GreenWood, a contract may be entered into by competitive sealed request for proposals (RFP’s). Competitive sealed proposals are most appropriately used for professional service-type contracts, consultants, or other service providers.

6.2 Proposals shall be solicited through a request for proposals. Public notice of the request for proposals shall be given at least ten (10) days prior to the advertised date of the opening of the proposals.
6.3 Proposals shall be opened so as to avoid disclosure of contents to competing offerors during the process of negotiation. A register of proposals shall be prepared and shall be open for public inspection after the contract is awarded.

6.4 The request for proposals shall state the relative importance of price and other evaluating factors.

6.5 As provided in the request for proposals, discussions may be conducted with responsible offerors who submit proposals for the purpose of assuring full understanding of, and responsiveness to, solicitation requirements, if any questions arise. Offerors shall be accorded fair and equal treatment with respect to any opportunity for discussion and revision of proposals, and revisions may be permitted after submissions, but prior to any disclosure of information submitted by competing offerors in any format, and before the contract is awarded for the purpose of obtaining best and final offers. In conducting discussions, there shall be no disclosure of any information derived from proposals submitted by competing offerors. It is the responsibility of the offeror to ensure their proposal is accurate and complete.

6.6 Award shall be made to the responsible offeror whose proposal is determined in writing to be the most advantageous to GreenWood, taking into consideration price and the evaluation factors set forth in the request for proposals. No other factors or criteria shall be used in the evaluation. The contract file shall contain the basis on which the award is made.

7. ARCHITECT-ENGINEER SERVICES

7.1 It is the policy of GreenWood to publicly announce all requirements for architect-engineer services and to negotiate contracts for architect-engineer services on the basis of demonstrated competence and qualification for the type of services required, and at fair and reasonable prices. Architect-engineer services shall be procured as provided in this part except as authorized by Sections 63G-6a-408, 63G-6a-802, and 63G-6a-803 of Utah Procurement Code. This paragraph does not affect the authority of, and does not apply to procedures undertaken by GreenWood to obtain the services of architects or engineers in the capacity of employees of such unit.

7.2 In the procurement of architect-engineer services, GreenWood shall encourage firms engaged in the lawful practice of their profession to submit periodically a statement of qualifications and performance data. A selection crew for architect-engineer services shall be established in accordance with rules and regulations promulgated by the policy board. Selection crews shall evaluate current statements of qualifications and performance data on file with the state, together with those that may be submitted by other firms in response to the announcement of the proposed contract. Selection crews shall consider no less than three firms and then shall select
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there from, based upon criteria established and published by the selection crew, no less than three of the firms considered to be the most highly qualified to provide the services required. GreenWood, upon a recommendation from the selection crew, may award a multi-year contract for professional services from an architect-engineer. The contract can be for a period up to three years with an option by GreenWood to renew for an additional two years.

7.3 Under the provisions of the State Procurement Code and Purchasing Policy for the State of Utah and GreenWood, advertisement for architect-engineer services should be made once per year to allow for letters of interest to be submitted to the School. The purchasing agent should be involved in process of soliciting these letters of interest.

7.4 From those responding to the advertisement, and any others that submit proposals during the year, an architect-engineer may be selected without competition for projects estimated to bounder $300,000 and when the fees for the architect-engineer services do not exceed $30,000.

7.5 For projects exceeding $300,000 and when fees are anticipated to exceed $30,000, three architects-engineers will be chosen and evaluated for any given project after the solicitation of formal written proposals. Those anticipated to exceed $50,000 must also be publicly advertised. The architect-engineers responding to the RFP will be ranked based on pre-determined criteria which are selected by an evaluation crew established by Facilities Management.

7.5.1 A proposal which includes fees will be requested from the top rated firm.

7.5.2 If the prospective architect-engineer can perform the work as requested and the fee is acceptable, a purchase order can be awarded to the architect-engineer. If a reasonable agreement cannot be made with the selected architect-engineer, then a proposal will be requested from the next architect-engineer on the list. The third architect engineer on the list will be asked to provide a proposal if the second's proposal is not acceptable.

7.5.3 Facilities Management must send a copy of all documentation involved in the selection of an architect-engineer to the purchasing agent before a purchase order can be issued. These documents should include: (1) a copy of the RFP; (2) a copy of the architect/consultant's proposal; (3) a copy of the decision matrix used in selecting the three firms; and (4) a conflict of interest form signed by each member of the selection crew stating that they have no connection with the architect/consultant.

1. CANCELLATION AND REJECTION OF BIDS/PROPOSALS

An invitation for bids, a request for proposals, or other solicitation may be cancelled, or any or all bids or proposals may be rejected, in whole or in part, as may be specified in the solicitation, when it is in the best interests of GreenWood in accordance with rules and regulations. The reasons shall be made part of the contract file.
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2. OTHER PURCHASES

The Director shall authorize purchases made through any means other than those described above. Anyone violating this policy shall be subject to disciplinary action.

3. EXCEPTIONS TO SMALL PURCHASE AND BID PROCEDURES

Sole source procurement shall be used only if the goods or services are reasonably available from a single supplier. Any request that the procurement be restricted to one potential contractor or vendor shall be accompanied by a written explanation as to why no other will be suitable or acceptable to meet the need. In cases of reasonable doubt, competition shall be solicited. The Director shall make the determination as to whether the procurement shall be made as a sole source.

4. EMERGENCY PROCUREMENTS

Emergency procurements using other than normal bid or price quotation procedures may only be made by the Director or designee. Director will discuss procurement with Board Chair or designee. Procurement shall be made according to policy as near as possible and still assure that the required supplies, services, or construction items are procured in time to meet the emergency. Given this constraint, such competition as is practicable shall be obtained.

5. SPECIFICATION DEVELOPMENT

Specifications shall be drafted by the purchasing agent or the appropriate supervisor and submitted with the requisition. All specifications shall seek to promote overall economy and best use for the purposes intended and to encourage competition. Specifications should be drafted with the objective of clearly describing the requirements for which the goods or services will be used by the school.

6. PURCHASING FILES

6.1. Prospective Bidder File. The purchasing agent shall maintain a list of prospective vendors for the various categories of products and services procured by GreenWood. This list shall incorporate those who request to receive bids as well as those added through the purchasing agent’s effort to solicit all available sources. All requesting officers should refer prospective vendors to the purchasing agent for inclusion in the bidder file.

6.2. Solicitation File. A file shall be maintained of all solicitations currently pending.

6.3. Completed Solicitation File. After the opening of bids, they become public information except that the winning proposal(s) is/are public information for a
period of ninety (90) days following notice of intent to award. A file shall be maintained retaining the solicitations, solicitation comparison sheets, other submittals, and rationale in awarding.

1. LEASES OF REAL PROPERTY

1.1. No lease or rental of real property, including any interest in land, buildings, office space, laboratory space, storage space or water or mineral rights, may be entered into or will be binding upon GreenWood unless the provisions of this policy and procedure are satisfied.

1.2. Any request for leasing or for the extension or renewal of a lease of real property for School purposes must be submitted and processed as follows:

1.2.1. A written request shall be submitted by the requesting officer through the direct line of administrative authority. This request must include or be accompanied by the following information:

1.2.1.1. A description of the real property proposed to be leased or of its general location and character.
1.2.1.2. An explanation of the need for such space.
1.2.1.3. A detailed factual justification for entering into the lease.
1.2.1.4. A proposed lease agreement (a standard lease form used by landlord may be acceptable) which includes, among other things, the following:

1.2.1.5. Term of lease
   Monthly rental
1.2.1.6. Responsibility for utilities, maintenance, snow removal, custodial, grounds care, etc.
1.2.1.7. Parking arrangements
1.2.1.8. Responsibility for structural and roof maintenance and repairs
1.2.1.9. Responsibility for insurance of structure, operation and general liability insurance
1.2.1.10. Responsibility for property taxes, other taxes and assessments and ownership of any improvements made

14.3 Prior to approval, by the Director or designee, of any lease or extension or the renewal, the leases shall be reviewed and evaluated on the following information:

14.3.1 The initial request for lease of space with additional information required.
14.3.2 A letter of approval from the director including the proposed source of funding for lease costs
14.3.3 The proposed lease agreement
14.3.4 A letter from the requesting party addressing the adequacies of power supplies and general physical structure and floor plan; estimated costs of any modifications or remodeling necessary to meet user needs should also be included indicating sources of funding for any such modification or remodeling
14.3.5 A letter from the Director or designee commenting upon and making recommendations relative to the proposed lease and the availability of space in existing facilities to meet the described need in a timely manner.

14.4 If the Director or designee, after review and evaluation of the request and supporting justification and documentation, approves the proposed lease, appropriate implementing steps shall be undertaken pursuant to subsection 14.5 below. If the Director or designee concludes that the proposed lease is not in the best interest of the School, he/she shall discuss the reasons for that conclusion with the individuals involved in the request. The request to lease space must reach the Director at least 30 days before the commencement of the proposed lease term.

14.5 Any lease duly authorized under subsection 14.4 above shall be negotiated and executed under the direction of the Director or designee in accordance with applicable requirements of the Utah Procurement Code and implementing School regulations. After approval, the lease may be signed by the Director or designee for and on behalf of the School and thereafter shall be binding on the School.

14.6 The Director may prescribe forms and operating instructions relative to leases of real property as may be necessary or appropriate to carry out the purposes of this policy and procedures statement.

2. LEASES OF EQUIPMENT OR OTHER TYPES OF PROPERTY

2.1. Lease agreements relating to equipment or other types of personal property and for which the total of all lease payments to be made from School funds during any fiscal year included in whole or in part within the stated term of the lease (exclusive of any extension) does not exceed the amount of a "Small Purchase" may be entered into by the authorized purchasing agent.

2.2. Requests for lease agreements relating to equipment or other types of personal property and providing for total payments of more than the amount of a "Small Purchase" during any fiscal year included in whole or in part within the stated terms of the lease must be submitted and processed as follows:

2.2.1. All such requests, together with the written approval of the Director or designee, shall be forwarded to the purchasing agent.

2.2.2. A written statement must accompany the request setting forth the following information:

2.2.2.1. The need for the equipment, together with a declaration that after reasonable investigation the requesting officer has determined that similar equipment or equipment of equivalent capability is not currently available for use elsewhere within the School.

2.2.2.2. Justification for the proposed lease, including a comparison of lease costs with purchase costs and stating the estimated interest cost associated with leasing, calculated on a simple interest basis (3) Alternate methods of financing, other than leasing, which have been investigated and the relative merits of such methods.
2.2.2.3. If the Director concludes that the proposed lease is in the best interests of the School, implementing steps shall be taken pursuant to subsection 15.5.5.4 below. If the Director concludes that the proposed lease is not in the best interests of the School, he/she shall discuss the reasons for that conclusion with requesting officer who originally approved the request.

2.2.2.4. Any lease of equipment or other personal property duly authorized under subsection 15.2.2.3 above shall be negotiated and executed under the direction of the Director in accordance with applicable requirements of the Utah Procurement Code and implementing School regulations.

3. GENERAL PROVISION RELATING TO LEASES

3.1. All leases for which payments are or may be made in whole or in part from funds controlled by the School, including funds derived from federal grants and contracts, shall include the following clause: It is understood and agreed that this agreement does not obligate lessee to make any payments hereunder except from funds currently available for the purpose, or from time to time appropriated to lessee by the Utah State Legislature, or allocated by the federal government in the form of grants or contracts for such purpose. This agreement shall not in any way be construed to create a general obligation of the state or federal government nor to impose any obligation upon either the state, the federal government or the lessee not authorized by law.

3.2. Unless an exception is specifically authorized by the director or designee, long-term (one year or longer) leases to own or lease purchase plans are not permitted as substitutes for capital equipment purchases made with general funds provided through regular academic and administrative operating budgets. When funded through federal grants or contracts, acquisition of capital equipment through lease purchase plans requires the prior written approval of the funding agency, the director, and a member of the Governing Board.

3.3. Requests for renewals and extension of leases that provide for total payments of more than the amount of a "Small Purchase" during any fiscal year included in whole or in part within the stated term of the lease shall be submitted and reviewed by the Director in the same manner and under the same standards as the original lease request.

3.4. The purchasing agent shall maintain a complete file of all real property leases entered into by the School. The Purchasing agent shall maintain a file of all leases of other property.

3.5. School officers other than the director or other authorized purchasing agent are not authorized to enter into leases of real or personal property unless express prior authorization to do so is given in writing by the Director.
APPENDIX C. PURCHASING POLICIES AND PROCEDURES

4. CREDIT CARDS

4.1. Definition. As used herein, “credit cards” mean purchasing instruments provided by a financial institution designated by the Director or designee for the purpose of making purchases of predetermined amounts and to secure travel reservations, so that personnel efficiency and financial resources are maximized. Credit card use is limited to the type of credit instrument, which is fully due and payable each thirty (30) days. This policy prohibits use of revolving credit instruments, which allow unpaid balances to be carried forward as revolving credit balances upon which interest is calculated and becomes due and payable in addition to the original purchase amount. Credit cards shall be used for pre-approved travel expenses limited to airfare, hotel, car rental, gas stations, eating establishments and other approved travel expenses. They may also be used in a limited fashion with the cardholders’ approval for approved online or phone orders of goods or services.

4.2. Purposes.

4.2.1. To maximize the use of educational funding while providing necessary controls.

4.2.2. To designate the Business Administrator as the Credit Card Administrator, who is responsible to oversee the establishment and operation of the credit card programs within his or her school.

4.2.3. To ensure federal, state, and school financial policies are observed in relation to use of credit cards and credit instruments.

4.2.4. To establish reasonable controls, limits, and procedures in regard to credit card usage.

4.2.5. To establish disciplinary measures relative to the credit card programs.

4.3. Credit Card Administration. The credit card programs shall be administered under the direction of the Director or his/her designee, who is responsible for the following:

4.3.1. To establish card spending and product limits based upon purchasing requirements associated with the cardholder’s employment responsibilities.

4.3.2. To oversee the issuance, maintenance, and cancellation of credit cards.

4.3.3. To create an agreement that shall be signed by each cardholder. The agreement shall set forth the terms and conditions under which the cardholder will receive and maintain use of the credit card(s).

4.3.4. To receive monthly reports from the card provider, which enumerate the purchasing activity of each cardholder and to ensure each cardholder reconciles all charges with receipts and documentation.
4.3.5. To detect unauthorized card use and take appropriate corrective action. When warranted, GreenWood is authorized to seek reimbursement for unauthorized card use by wage withholding, wage garnishment, or civil litigation.

4.3.6. To include budget allocation and approval of purchasing requests.

4.3.7. To allocate all purchases to the appropriate financial accounts.

4.4. Cardholders are responsible for the following:

4.4.1. To submit an application to the credit card administrator and receive notification of approval by the Director before cards will be requested from the card provider.

4.4.2. To sign purchasing and travel cardholder agreements between themselves and GreenWood prior to having a card(s) issued to them. These agreements shall set forth the terms and conditions under which the cardholder will be issued and maintain use of their card(s).

4.4.3. To be confined to the product and expenditure limits associated with the individual credit card provided to the cardholder and the terms of the cardholder agreement.

4.4.4. To receive the appropriate approvals as outlined in adopted purchasing policies, for all purchases before executing credit card transactions.

4.4.5. To provide to the purchasing agent, copies of all purchase documents within five (5) working days following the purchase. Failure to do this shall constitute unauthorized use.

4.4.6. To be personally responsible for unauthorized charges made with the credit card. If unauthorized expenditures are excessive, flagrant or unresolved, GreenWood shall cancel the employee’s credit card(s), withhold wages for full reimbursement of unauthorized charges and associated costs, and administer disciplinary action up to and including termination for cause.

4.4.7. To acknowledge that using the credit cards for personal items or cash advances is strictly prohibited.

5. OPEN PURCHASE ORDERS/CHARGE ACCOUNTS

5.1. Definition. As used herein, “open purchase orders” means blank purchase orders delivered to approved vendors monthly for the purpose of purchasing maintenance supplies, custodial repair supplies, and minor educational supplies. These open purchase orders constitute a charge account with each specific vendor where GreenWood has an approved revolving credit account, which must be paid monthly. Only approved employees are allowed to procure products, goods, or services using this purchasing instrument.
5.2. **Purpose of Open Purchase Orders:**

5.2.1. To maximize the use of educational funding while providing necessary controls.

5.2.2. To designate the Director or designee as responsible to oversee the establishment and operation of the open purchase order program within the school.

5.2.3. To ensure federal, state and school financial policies are observed in relation to use of open purchase order and credit instruments.

5.2.4. To establish reasonable controls, limits, and procedures in regard to open purchase order usage.

5.2.5. To establish disciplinary measures relative to the open purchase order program.

5.3. **Open Purchase Order Administration.** The open purchase order program shall be administered under the direction of the Director or authorized officer, who is responsible for the following:

5.3.1. To oversee the issuance, maintenance, and cancellation of open purchase orders to approved vendors.

5.3.2. To establish open purchase order spending and product limits for employees based upon purchasing requirements associated with the employee’s employment responsibilities.

5.3.3. To receive and review monthly reports from the open purchase order vendors, which enumerate the purchasing activity of each open purchase order and to ensure that the accounts payable clerk reconciles all charges validating signatures and appropriate documentation supporting the purchases.

5.3.4. To detect unauthorized open purchase order use and take appropriate corrective action. When warranted, the Director or authorized officer is authorized to seek reimbursement for unauthorized open purchase order use by wage withholding, wage garnishment, or civil litigation.

5.4. Approved employees are responsible for the following:

5.4.1. To be confined to the products and expenditure limits associated with the individual and their employment responsibilities. No purchase of equipment is authorized at any time, except in the case of an emergency.

5.4.2. To provide to the accounts payable clerk or designee, copies of all purchase documents within five (5) working days following the purchase. Failure to do this shall constitute unauthorized use.

5.4.3. To be personally responsible for unauthorized charges made with the open purchase order system. If unauthorized expenditures are excessive, flagrant, or unresolved, GreenWood shall cancel the employee’s access to usage of open purchase orders, withhold wages for full reimbursement of
unauthorized charges and associated costs, and administer disciplinary action up to and including termination for cause.

5.4.4. To acknowledge that using the open purchase order for personal items is strictly prohibited.

6. DISPOSITION OF SURPLUS PROPERTY

Refer all questions regarding surplus property to the Facilities Management. GreenWood property will not be sold to employees except through an auction or other public sale.

1. ILLEGAL ACTIVITIES

1.1. Employees.

1.1.1. Any person acting as a procurement officer for the GreenWood, or who in any official capacity participates in the procurement of supplies, services, construction, real property, or insurance for any such political unit is guilty of a felony if the person asks, receives, or offers to receive any emolument, gratuity, contribution, loan, or reward, or any promise thereof, either for the person's own use or the use or benefit of any other person or organization from any person interested in the sale of such supplies, construction, real property, or insurance.

1.1.2. Any person using their employment position or influence at GreenWood for the purpose of obtaining goods or services for personal benefit or the personal benefit of others shall be subject to disciplinary action up to and including dismissal and possible criminal charges. Such activities shall include, but are not limited to:

1.1.2.1. Purchases at discounted rates not available to the general public; or

1.1.2.2. Acceptance of goods and services at no or reduced cost; or

1.1.2.3. Purchases with the intent of avoiding sales taxes.

1.1.3. It is permissible to obtain goods and services for personal use at discounted rates where suppliers typically offer educational discounts to all employees of GreenWood. Such discounts are characterized by being made available to all employees regardless of position or influence. Employees are responsible for the payment of sales tax and purchase arrangements and shall not be made through the use of School purchase orders or purchasing/travel cards.

1.2. Vendors

1.2.1. A person who is interested in any way in the sale of any supplies, services, construction, real property, or insurance to GreenWood is guilty of a
felony if the person gives or offers to give any emolument, gratuity, contribution, loan, or reward, or any promise thereof to any person acting as a procurement officer, or who in any official capacity participates in the procurement of such supplies, services, construction, real property, or insurance, whether it is given for his own use or for the use or benefit of any person or organization.
APPENDIX D. SUSPENSION AND EXPULSION POLICY

PURPOSE

The purpose of GreenWood’s Suspension and Expulsion Policy is to help students take responsibility for their actions and develop self-discipline. GreenWood intends to create a safe, orderly and respectful learning environment.

GreenWood holds all students, employees, and other adults to the highest standards of behavior on school property and during school-sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated, and any individual who engages in such activity will be subject to disciplinary action, criminal prosecution, or both.

POLICY

A. The Director will determine by consensus student behavior or minor misconduct that should be dealt with in the classroom and school. Minor misconduct should be handled by teachers in the classroom. Chronic or excessive minor misconduct are referred to the Director.

B. Any student who commits an act for which mandatory suspension or expulsion is provided above, using a real or look alike weapon, explosive, or noxious or flammable material shall be expelled from all school programs and activities for a period of not less than one (1) year, subject to the following:

- Within forty-five (45) days after the expulsion, the student shall appear before an appointed Case Management Crew (“CMC”), which shall be comprised of the Director and selected teacher(s), selected support staff and when appropriate, a parent or legal guardian; and the CMC shall determine the appropriate action to take.

A. DEFINITIONS

- "Notification" means notice to parents by a reasonable, reliable process, e.g. by mail, by notice in school newsletter, by student delivery, at school registration.
- "Timely hearing" means that a hearing will be scheduled no more than 5 school days following the suspension/expulsion. Allowance may be made by mutual agreement of the parties, inability of district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s).

II SHORT-TERM SUSPENSION

If a school administrator intends to suspend a student for less than 10 school days the following procedures should be followed:

A. Student and parents should be notified immediately of the school’s intent to suspend:
APPENDIX D. SUSPENSION AND EXPULSION POLICY

1. If the school intends to suspend the student immediately, parents should be notified immediately.
2. Students should never be released until and unless a parent or emergency contact is notified.

B. A student should hear a brief explanation of reason(s) for suspension prior to suspension.
C. A student should have the opportunity to tell his side of the story prior to suspension.
D. This student/administrator or student/teacher conversation or meeting should be documented by the teacher/administrator in writing or on a permanent computer file.

III LONG-TERM SUSPENSION

If a student is suspended for more than 10 school days the following procedures should be followed:

A. Notice of reasons for suspension to student and parents, preferably in writing.
B. Notice of opportunity for a timely hearing.
C. If a parent requests a hearing, the parent shall have and receive notice of:
   1. names of witnesses against him and opportunity to present witnesses (witnesses’ names may be protected if school determines they would suffer physical/psychological harm; student cannot compel witnesses);
   2. reasonable time to prepare the case;
   3. the opportunity for counsel, if school/local board uses an attorney;
   4. the right to notice of procedures for the hearing in writing, in student handbook or on school website;
   5. the right to have the hearing recorded;
   6. a fair hearing officer (credible and objective person or panel – not necessarily uniformed);
D. The decision must not be based solely on hearsay; rules of evidence do not control.
E. The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
F. A decision must be made only on evidence presented at the hearing.
G. Student/parent has the right to written findings.
H. Decision is by a preponderance (>50%) of the evidence.
I. Student should have at least one level of appeal.
J. Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision.

IV OTHER ISSUES TO CONSIDER IN THE DEVELOPMENT OR REVIEW OF A DISTRICT POLICY

A. If administrator offers student/parent opportunity to explain or have a hearing, and student or parent refuses or waives the right, due process is satisfied.
B. Make-up work - A district policy shall allow/disallow make-up work for student absences during suspensions/expulsions or provide criteria under which make-up work is allowed.
APPENDIX D. SUSPENSION AND EXPULSION POLICY

Most courts favor allowing students to do make-up work for classes that they miss. Note: The make-up assignments may not and need not be exactly what the student missed.

C. School holidays, teacher workdays, school-wide activities or team assessments should not be used as excuses for delaying due process or for short-term suspensions resulting in long-term suspensions. If a school foresees delays, the school should use the more formal due process.
GreenWood has established a procedure to review complaints in a timely and fair manner. The purpose of this procedure is to achieve equitable resolutions to complaints which may arise and to clarify a uniform process by which all complaints can be addressed. GreenWood will strive to resolve complaints within (30) days of first receiving notice.

For complaints concerning a teacher, staff member, or the Director, the following steps shall be followed:

1. Within one (1) week of the occurrence giving rise to the complaint, the matter should first be addressed directly with the individual(s) involved so as to resolve the issue through discussion.
2. If the complainant is uncomfortable in directly addressing the individual, or if the issue is not resolved at this level, a written* complaint may be filed with the Director, and an appointment may be scheduled with the Director to discuss the issue. Appointments should be scheduled within five (5) days of the written complaint.
3. If the issue remains unresolved, or the specific issue is directed at the Director, a written* complaint may be filed directly with the Governing Board within thirty (30) days of the occurrence.

For complaints with a policy, procedure or practice at the school, the following avenues of expression are available:

1. If the complaint is related to administrative practices or procedures, the matter may be addressed directly with the Director.
2. If the complaint is related to Parent Teacher Organization (PTO), contact the PTO President.
3. If the complaint is related to a school policy, matters may be addressed to the Board in a formal Board of Directors meeting during the “public comment” portion. The matter may also be added to the meeting agenda by contacting the President of the Board of Directors three (3) working days prior to the scheduled meeting date. It is important to note that the Board President has discretion over the Board Meeting Agenda items.

If the complaint is regarding unfair treatment, discrimination, or treatment in a manner that is in violation of state or federal law:

1. Complaints about a student’s classroom experience may be addressed directly with the classroom teacher or the teacher’s superior.
2. If the matter is not resolved at this level, a written* complaint may be filed with the Director, and an appointment may be scheduled to discuss the issue. Appointments should be scheduled within five (5) days of the written complaint.
3. If the issue still remains unresolved, a written* complaint may be filed with the Board of Directors.
* Written complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates, approximate times, names of witnesses, and details of an attempt to rectify the situation.

**Individuals with Disabilities Education Act (“IDEA”) Complaint Procedure**

The primary purpose of this section of GreenWood’s complaint procedure is to ensure compliance with IDEA. GreenWood recognizes that students with disabilities, who attend the school, and their Parents / guardians, retain all rights under Part B of IDEA, §§ 53A-15-301 through 53A-15-305 *Utah Code Ann.*, and other applicable regulations.

**IDEA Policy**

GreenWood recognizes the importance of adhering to the necessary and proper procedures of resolving complaints that allege violations of Part B of IDEA, State Rules, or other applicable laws protecting disabled individuals. GreenWood will follow IDEA State regulations as stated in USOE Special Education and Guidelines and any other state rules protecting the rights of students with disabilities.

The USOE has adopted procedures for resolving complaints under Part B of the IDEA. All complaints must be in writing to the GreenWood Director. At the same time, the party who filed the complaint must send a copy of the written complaint to the State Director of Special Education.

The written complaint must include both a statement of the violation based on facts that have occurred not more than one (1) year prior to the date of the complaint and the signature and contact information of the complainant. A reasonable exception to this rule may be because the violation is continuing or the complainant is requesting compensatory services for a violation that occurred not more than two (2) years prior to the date the complaint is received by GreenWood.

Written complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, names of witnesses, and details of an attempt to rectify the situation.

GreenWood will work diligently to resolve the complaint within thirty (30) calendar days and if necessary may claim an additional ten (10) calendar day’s extension in case of exceptional circumstances. Complaints that remain unresolved after forty (40) days may be subject to a due process hearing.

GreenWood follows all state laws regarding complaints of parents of students served under Section 504 or IDEA 2004. The School Administrator oversees regular education programs (Section 504) and Special Education programs (IDEA) at the school level. Parents who have
APPENDIX E. COMPLAINT POLICY

concerns regarding the treatment of a student with disabilities or a student suspected of having a disability may contact the School Director.

Procedural Safeguards Notice

A copy of the Procedural Safeguards is given to the parent once a year at the annual IEP review. Additionally, a copy is given to the parent upon initial referral or parental request for evaluation, upon receipt of the first State complaint or due process complaint in that school year, and upon request by the parent at any time. GreenWood uses the USOE Procedural Safeguards Notice that is posted on the USOE website, www.schools.utah.gov. The special education teacher/case manager provides a brief explanation of the main provisions of the Procedural Safeguards to the parents at consent for evaluation, eligibility determination, and annual IEP meetings.

This notice contains an explanation of the procedural safeguards related to independent educational evaluations, written prior notice, parental consent, access to educational records, opportunity to present and resolve complaints through State complaint or due process complaint procedures, opportunity for the GreenWood to resolve the complaint, availability of mediation, student’s placement during pendency of hearings, procedures for students placed in an interim alternative educational setting, requirements for unilateral placement of student in private schools at public expense, hearings on due process complaints, civil actions, attorney’s fees. This notice is in language understandable to the parents.

Dispute Resolution

The School follows the Dispute Resolution requirements of the USBE SER described in IV.G-U as written. These include the procedures for State Complaints, Mediation, Due Process Complaints, Resolution Process, Due Process Hearings, Civil Actions, Attorney’s Fees, and Student’s Status during Proceedings.

The following briefly describes Utah’s Dispute Resolution System available to parents of special education students:

There are four procedures available (to resolve disputes involving Special Education students):

1. Analytical Facilitation,
2. Formal State Complaint,
3. Mediation, and
4. Due Process Hearings.

These procedures are not sequential. However, Analytical Facilitation CANNOT proceed if a formal complaint, mediation, or due process hearing request is filed. A formal complaint CANNOT proceed if a due process hearing request is filed.
1. **Analytical Facilitation**
   - State early Dispute Decree Procedure available at any time, before a state complaint, mediation, or due process hearing appeal is filed.
   - Both parties must reach an agreement.
   - Issues of disagreement need to be identified, including how they allegedly infringe IDEA procedures.
   - No timeline required.

2. **State (Formal) Complaint**
   - Filed with School Director and copied to Utah State Office of Education,
     Special Education  
     250 East 500 South PO Box 144200  
     Salt Lake City, Utah 84114-4200
   - State Complaint Form on website or may be a letter with required elements.
   - Describe alleged violations of IDEA with respect to individual student.
   - Illustrates proposed solutions to the problems.
   - GreenWood has thirty (30) days to investigate and write decision.
   - Parent may appeal decision to USOE within ten (10) days of GreenWood decision.
   - USOE completes independent investigation within sixty (60) days, unless parties agree to extend for some significant reason.

3. **Mediation**
   - Any party may request at any time during the IDEA process.
   - Both parties must agree to mediate or mediation will not occur.
   -Filed with GreenWood Director and copied to Utah State Office of Education,
     Special Education  
     250 East 500 South PO Box 144200  
     Salt Lake City, Utah 84114-4200
   - Illustrates the problem at hand.
   - Describe alleged violations of IDEA with respect to individual student.
   - Illustrates proposed solutions to the problems.
   - USOE assigns mediator and absorbs expenses of the mediation sessions.
   - Attorneys not usually present.
   - Discussions during mediation are confidential.
   - Mediation agreement is binding and may be enforced in court of law.
   - No timeline.

4. **Due Process Hearing Request**
   - Filed with GreenWood Director and copied to Utah State Office of Education,
     Special Education  
     250 East 500 South PO Box 144200  
     Salt Lake City, Utah 84114-4200
APPENDIX E. COMPLAINT POLICY

- Illustrates the problem at hand.
- Describe alleged violations of IDEA with respect to individual student.
- Illustrates proposed solutions to the problems.
- Mandatory Resolution Session initiated within fifteen (15) days; resolution completed within thirty (30) days, if resolution is possible.
- Hearing completed within forty-five (45) days; timeline starts after resolution session time is completed. Due Process Hearing is like court; rules of evidence, witnesses sworn in, procedures during hearing.
- It is advisable for both parties to have attorneys.
- Hearing Officer Decision binding upon both parties.

* Written complaints shall specify the individual(s) involved, details of the incident(s) giving rise to the complaint, including dates and approximate times, name of witnesses, and details of an attempt to rectify the situation.

Miscellaneous Provisions

Nothing contained herein shall be construed so as to limit in any way the ability of the District and parents or others to resolve any grievance, mutually and informally.

All grievable issues must attempt to be resolved pursuant to the administrative remedy stated in this policy before remedies at law are pursued by parents or patrons. No action may be brought in any court by a parent to enforce or contest any provision of any Board policy or administrative action unless the person contesting the act or omission has exhausted the administrative remedy provided in this Procedure.

In the event that students, staff, or patrons become a threat to the school or anyone on the school property, law enforcement officers shall be summoned immediately to control the situation.

GreenWood recognizes that there may be circumstances where it would be inappropriate to resolve a problem as prescribed above. Therefore, the following exceptions are instances where some of the steps above may be bypassed to seek a resolution by the next higher authority: (1) The complaint or problem involves a known or suspected violation of the law; (2) The complaint or problem is clearly not within the authority of the staff member’s supervisor to resolve; or (3) The complaint falls under the scope of IDEA, Utah Code Ann. §§ 53A-15-301 through 53A-15-305, or other rules or regulations protecting disabled individuals.
APPENDIX F. EMPLOYMENT OF RELATIVES POLICY

1. PURPOSE

To outline the School’s policy toward employment of relatives and to minimize the negative impact on productivity and job satisfaction created by nepotism or the perception of nepotism.

2. DEFINITION

For the purpose of this policy “relative” is defined as father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, niece, nephew, first cousin, father-in-law, mother-in-law, brother-in-law, sister-in-law, daughter-in-law or son-in-law.

“Appointee” means an employee whose salary, wages, pay, or compensation is paid from school funds.

“School officer” means a person who holds a position that is compensated by school funds; or who holds a position on the GreenWood Governing Board.

3. POLICY

The proposed Employment of Relatives Policy is in accordance with Utah Code 53A-1a-518, as follows:

No school officer may employ, appoint, vote for or recommend the appointment of a relative in or to any position of employment, when the appointee will be directly supervised by a relative, except as follows:

a. the appointee will be employed for a period of 12 weeks or less;

b. the appointee is a volunteer;

c. the appointee is the only person available, qualified, or eligible for the position; or

d. the GreenWood Governing Board determines that the school officer is the only person available or best qualified to perform supervisory functions for the appointee.

No school officer may directly supervise an appointee who is a relative, except as follows:

a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;

b. the appointee will be employed for a period of 12 weeks or less;

c. the appointee is a volunteer;

d. the appointee is the only person available, qualified, or eligible for the position; or

e. the GreenWood Governing Board determines that the public officer is the only person available or best qualified to perform supervisory functions for the appointee.
APPENDIX F. EMPLOYMENT OF RELATIVES POLICY

No appointee may accept or retain employment if he is under the direct supervision of a relative, except as follows:

a. the relative was appointed or employed before the school officer assumed his position, if the relative's appointment did not violate the provisions of this policy in effect at the time of his appointment;
b. the appointee is the only person available, qualified, or eligible for the position;
c. the appointee is employed for a period of 12 weeks or less;
d. the appointee is a volunteer; or
e. the GreenWood Governing Board determines that the appointee's relative is the only person available or best qualified to supervise the appointee.

When a school officer supervises a relative as allowed above, the officer shall make a complete written disclosure of the relationship to the GreenWood Governing Board and the school officer who exercises authority over a relative may not evaluate the relative's job performance or recommend salary increases for the relative.

The GreenWood Governing Board reserves the right to consider other employees within this policy based on personal relationships (friend, roommate, boyfriend, girlfriend, etc.)

Governing Board Conflict of Interest Policy

As per the GreenWood Governing Board Bylaws:

Section 6.5 Conflicts of Interest. If any person who is a Trustee or officer of the corporation is aware that the corporation is about to enter into any business transaction directly or indirectly with himself, any member of his family, or any entity in which he has any legal, equitable or fiduciary interest or position, including without limitation as a Trustee, officer, shareholder, partner, beneficiary or Trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of the corporation of his interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within his knowledge that bear on the advisability of such transaction from the standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.
I. PURPOSE
GreenWood provides students, faculty and staff with access to Information Technology (IT) Resources (as defined herein). Such access, used appropriately, legitimately advances the School’s mission by supporting teaching, research, public service, and administrative activities. This Acceptable Use Policy, which reflects the School’s mission, provides guidance for using IT Resources and protects the School, Users, and property.

II. SCOPE
This Acceptable Use Policy applies to all Users of GreenWood's IT Resources whether affiliated with the School or not and to all use of these resources from on campus or in remote locations. Users accept personal responsibility for the appropriate use of IT Resources. Each year, Users will be required to review and accept the School’s Acceptable Use Policy. Users accessing GreenWood IT Resources are responsible for maintaining a current understanding of the terms of this policy, which the School reserves the right to change without prior notice.

While this policy deals specifically with issues involving the use of School IT Resources, it does not stand alone. All Users of School IT Resources are expected to abide by the rules and regulations contained in applicable School handbooks, guidelines and policy and procedure manuals, as well as the laws of the State of Utah and of the United States of America. We remind Users that state and federal laws apply to the use of campus networks and the Internet, including but not limited to those dealing with:

- copyright infringement
- defamation
- discrimination
- fraud
- harassment
- identity theft
- obscene materials
- records retention

III. DEFINITIONS
A. IT Resources: Electronic processing, storage, and transmission systems, which include but are not limited to, the computers, terminals, printers, networks, modem banks, copy machines, fax machines, online and offline storage media and related equipment, software, and data files that are owned, managed, or maintained by the School. IT Resources also include, but are not limited to, institutional and departmental information systems, faculty research systems, desktop computers, the School’s campus network, and general access computer clusters.

B. Users: All faculty, staff, administrators, students, consultants, guests, and any person or agency employed or contracted by the School or any of its auxiliary organizations who have a legitimate need to access IT Resources.
APPENDIX G. ACCEPTABLE USE AND SOCIAL MEDIA POLICY

C. **Electronic Communication:** Email, text-messaging, instant messaging, and social networks.

IV. POLICY
A. General
1. IT Resources are the property of GreenWood and shall be used only for legitimate School instructional, research, public service, administrative, and approved contract purposes, except as allowed in this policy. Additional policies may apply to IT Resources provided or operated by individual units of the School or to uses within specific units. Users are allowed to use IT Resources only to the extent authorized. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before using IT Resources.

When demand for computing resources may exceed available capacity, priorities for their use will be established and enforced. Authorized faculty and staff may set and alter priorities for exclusively local computing/networking resources.

Nothing in this policy guarantees that violations of this policy will not occur or imposes liability on the School for any damages resulting from such a violation.

B. Responsibilities of Users
1. Law and Policy
   a) IT Resources must be used in compliance with applicable state and federal laws and School policies. IT Resources may not be used for any illegal purpose or activity or for any purpose which would violate School policy. Placing unlawful information or material on School systems is prohibited.

   b) Downloading or disseminating copyrighted materials outside the provisions of “fair use” or without the permission of the copyright holder is prohibited. Illegally downloaded material may include, but is not limited to, music, movies, games, software, etc. Illegal use of peer-to-peer networking or other file-sharing technology is prohibited and may subject the User to civil or criminal penalties beyond penalties for violation of School policy.

   c) Accessing or attempting to access computer systems through using IT Resources, including those external to the School, without authorization by the owner of that system, is specifically prohibited.

   d) Sending electronic communication messages or creating web pages with fraudulent address or header information or containing misrepresentations in authorship or content in an attempt to deceive others is prohibited.
APPENDIX G. ACCEPTABLE USE AND SOCIAL MEDIA POLICY

e) Using the School's official web site or email for partisan political purposes (with the exception of announcements of general public interest by School political clubs) is prohibited.

f) Using IT Resources in a way which would constitute a regular private business activity or which would violate the School’s conflict of interest policies is prohibited.

g) Deliberately misusing trademarks in web pages and email, including School-owned marks such as the official logo or seal and trademarks owned by other entities is prohibited.

h) Providing false or misleading information in order to obtain access to computing or network facilities is specifically prohibited.

2. Accounts and Passwords
   a) Users are responsible for any activity originating from their accounts which they can reasonably be expected to control.
   b) Users may not divulge or make known their own password(s) to another person.
   c) Unauthorized use of another User's account is prohibited.
   d) Users who know another User’s password, intentionally or unintentionally, must notify the account owner immediately.
   e) Falsifying or corrupting data in others’ accounts or in public directories is prohibited.
   f) Falsifying identity while using e-mail or any other IT Resource is prohibited.

3. Respect for IT Resources, Users, and Information
   a) Users must respect the ability of other Users to utilize IT Resources in an efficient and secure manner. Use of IT Resources shall not disrupt, distract from or interfere with the conduct of School business (for example, due to nature, volume, or frequency).
   b) Using any device or software which interferes with the ability of others to access IT Resources is prohibited.
   c) Damaging or attempting to damage any portion of IT Resources is prohibited.
   d) Deliberately introducing computer viruses, worms, or similar technologies which would harm the integrity of IT Resources, as well as attempting to create or disseminate such technologies, is prohibited.
   e) Deliberately misusing of software or other techniques to degrade system or network performance or otherwise deprive authorized personnel of resources or access to School systems or networks, including techniques to disguise or obscure the source of data network traffic, is prohibited.
APPENDIX G. ACCEPTABLE USE AND SOCIAL MEDIA POLICY

f) Using IT Resources to release confidential, proprietary information, or information which has been classified as private, controlled, or protected under Utah Code Ann. § 63G-3-201 et seq, without appropriate authorization is prohibited.
g) Sending unsolicited bulk electronic communication (spam) unrelated to the School’s mission or related bulk email without appropriate approval is prohibited.
h) The privacy and rights of others must be respected. Monitoring or attempting to monitor another User’s communications outside the scope of one’s duties is specifically prohibited.

4. Incidental and Occasional Personal Use
   a) Users may engage in incidental and occasional personal use of School IT Resources provided that such use does not:
      • Violate applicable law, rules and policies;
      • Disrupt, distract from, or interfere with the conduct of School business (for example, due to nature, volume or frequency);
      • Involve regular private business activities; or
      • Contravene supervisor direction regarding personal use of School IT Resources.

C. Privacy
   Providing and allowing access to School IT Resources to Users does not imply a guarantee of privacy. These systems can sometimes be breached by someone determined to do so. Also, there are some circumstances in which use of IT Resources may be monitored and in which records and information contained in electronic communications or other electronic formats may be viewed and/or copied by the School or other authorized officials. Users are encouraged to take appropriate precautions in use of IT Resources.

D. Remote Access
   1. Remote access to the School’s critical IT Resources or business systems requires the use of a VPN.
   2. All Users must be authenticated to gain remote access into the School’s network with at least a username and password.

E. School Actions
   1. The School reserves the right to take appropriate actions reasonably necessary to protect the integrity and security of School computing facilities and data networks. This includes the right to log and monitor network traffic and immediately disconnect any computer disrupting the School’s data network; or being used for any activity in violation of this policy or other School policy or state and federal law.
Users should be aware that logs are generated by the various IT Resources used on campus, including electronic communication and web access and network flows. Electronic information on School networks or equipment, including but not limited to electronic communication, is subject to review, monitor, copy, examination, and disclosure by the School as appropriate for legal, audit, or legitimate operational or management purposes. This includes, but is not limited to, the following:

a) It is necessary to maintain or improve the functioning of School computing resources;

b) There is reasonable cause for suspicion of misconduct under School policies or violation of state or federal laws;

c) It is necessary to comply with or verify compliance with federal or state law, including but not limited to software licensing agreements;

d) The requirements of maintaining a safe and secure network dictate the deployment of automatic security systems, such as host and network intrusion detection systems, and active protection firewall systems designed to intercept, examine, and block data that threatens the School or external networks;

e) The School receives requests for information under state records law (Government Records Access and Management Act);

f) The School receives subpoenas or other court orders requiring disclosure of information; and

g) The School has notice of litigation or potential litigation.

2. The use of School IT Resources is a privilege that may be revoked at any time.
3. Violation of this policy may result in discipline, up to and including termination or expulsion, in accordance with GreenWood policies. Legal action may also be taken when warranted. Violation of applicable laws may result in civil or criminal penalties.
4. The system administrator has the right to delete any file(s) belonging to faculty or staff who are no longer employed by the organization.
5. The School makes no warranties of any kind, whether express or implied, with respect to the information technology services it provides; this includes but is not limited to the accuracy or quality of information obtained through its electronic communication facilities and services.
6. The School will not be responsible for damages resulting from the use or misuse of School computing and data network facilities and services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, hacking, or service interruptions caused by the negligence of an organization employee or by the User’s error or omissions.
APPENDIX H. EXTRA-CURRICULAR ACTIVITIES POLICY & FEE SCHEDULE

1. PURPOSE

It is the purpose of the extra-curricular programs offered by GreenWood to provide enriching experiences and opportunities for students outside of the regular classroom. Whether the activities are within the school community or part of the larger outside community, students will have an opportunity to grow and develop socially, intellectually, emotionally and physically. Students may participate in a variety of extra-curricular activities that extend beyond their well-rounded classroom programs.

2. POLICY

GreenWood will comply with Title IX requirements and all applicable state laws and regulations in connection with its extracurricular activities. All students attending GreenWood will have the option to participate, and be encouraged to participate, in any or all extracurricular activities the School may offer. GreenWood will ensure that all extra-curricular activities will be offered equally and openly to all students without regard to gender, as required by Title IX, Education Amendment of 1972.

Extracurricular activities must support the mission and vision of GreenWood. GreenWood may therefore sponsor extracurricular activities that promote health and wellness, problem-solving skills, teamwork, service learning, environmental stewardship, and creativity. In addition, GreenWood’s extracurricular activities must be structured so as to provide students a medium for developing self-confidence, self-reliance, self-expression, and assertiveness. GreenWood’s School Director will be responsible for evaluating proposed extracurricular activities, determining which activities to approve, and ensuring that all activities are conducted in a safe and responsible manner. Availability of such activities will be dependent upon interest, funding and supervision.

Expeditions
Expeditions are our primary way of organizing our curriculum. Through immersion, research, and creating a final product, students learn by doing. In order to experience an Expedition fully, students must engage in field work, and will venture into the community guided by our knowledgeable teachers. The type of field work will be determined by a particular Expedition and by the curriculum. While Expeditions are designed for teaching during the school day, there may be times when they take after school time and even overnight adventures for the older students. No fees will be charged for Expeditions.

Before and After-School Activities
Extra-curricular activities may include athletic or academic teams and competitions that may also augment students’ classroom activities. Activities will be selected based on interest and the availability of volunteers and coordinators. Activities may include but are not limited to:
APPENDIX H. EXTRA-CURRICULAR ACTIVITIES POLICY &
FEE SCHEDULE

- Summer Garden Camp
- Science Fair
- Music Club
- Creative Writing
- Book Club
- Foreign Language Club
- Extra Tutoring
- Sports
- Photography

Fees
Reasonable fees needed to cover the cost of extra-curricular activities may be obtained for items such as instruction and building use. Extra-Curricular Activity Fees will be comparable to those charged by the local school district. State law and State Board of Education rules do not permit schools to charge fees for anything that takes place during the regular school day. This means that if a child is in grades K-6, that child cannot be charged for textbooks, classroom equipment or supplies, musical instruments, field trips, assemblies, snacks (other than food provided through the School Lunch Program), or for anything else that takes place or is used during the regular school day. Fees may only be charged for programs offered before or after school, or during school vacations.

Donations or contributions may be solicited and accepted, but all such requests must clearly state that donations and contributions are voluntary. A donation is a fee if a student must make a donation in order to participate in an activity. No student may be excluded from an activity or program because they did not make a donation.

Fee Schedule
GreenWood shall annually provide written notice of its student fee schedules and fee waiver policies to the parent or guardian of a child who attends the School.

School Fee Collections & Accounting Procedures
It is the duty and responsibility of the School Director to ensure that all student fees collected are in compliance with the authorized fee schedule and financial procedures as approved by the Governing Board. These fees are to be received and deposited in a timely manner. In the collection of fees, the school must comply with statutes and State Tax Commission rules regarding the collection of state sales tax.

Monies Shall be Collected by Authorized Personnel Only
All monies for fees are to be collected following this policy and school guidelines using authorized staff only.
APPENDIX H. EXTRA-CURRICULAR ACTIVITIES POLICY & FEE SCHEDULE

1. All money collected is to be deposited in the bank by the close of the day or otherwise if approved by the Board.

2. No money is to be collected by unauthorized staff, teachers, teaching assistants, or coaches unless authorized by the School Director.

Fee Waivers
To ensure that no student is denied the opportunity to participate in a club or school-sponsored or supported activity because of an inability to pay a fee, GreenWood will provide for adequate waivers or other provisions in lieu of fee waivers. The fee that is waived must be approved on a yearly basis. The procedure will include the following:

1. The Director will administer the policy and grant waivers.

2. The process for obtaining waivers or pursuing alternatives shall be administered fairly, objectively, and without delay, and designed to avoid stigma and unreasonable burdens on students and parents.

3. The Director will inform patrons of the process for obtaining waivers. Students who are granted waivers or provisions in lieu of fee waivers shall not be treated differently from other students or identified to persons who do not need to know of the waiver. Fee waivers or other provisions in lieu of fee waivers are to be available to any eligible student.

Eligibility for fee waivers

1. Inability to pay is presumed for students who are:

   a. In state custody or foster care
   b. Eligible for free school lunch
   c. Family is receiving public assistance
   d. Family is receiving SSI (Supplemental Security Income) or Aid to Families with Dependent Children

2. CASE BY CASE determinations are to be made for those who do not qualify in one of the foregoing standards but whom, because of extenuating circumstances such as, but not limited to, exceptional financial burdens such as loss or substantial reduction of income or extraordinary medical expenses, are not reasonably capable of paying the fee.

3. In accordance with Utah State Code §53A-12-103.5, a parent or guardian of a student applying for a fee waiver is to provide documentation and certification of eligibility including income tax returns or current pay stubs.
4. Denial of eligibility for a waiver may be appealed in writing to the School Director within ten (10) school days of receiving notice of denial.

   a. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the School Administrator to discuss the parent's concerns.
   b. If, after meeting with the School Director, the waiver is still denied the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Governing Board.

5. Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for waiver is being determined or during the time a denial of waiver is being appealed.

6. Additionally, students will not be excluded from participation in, or denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal Financial Assistance in accordance with Title IX.

**Items Not Subject to Waivers**

The requirements of fee waiver and availability of other provisions in lieu of fee waiver do not apply to charges assessed pursuant to a student damaging or losing school property. The school shall pursue reasonable methods for obtaining payment for such charges, including withholding official grade reports, diplomas, and transcripts as indicated in this policy. Charges for yearbooks, pictures, and similar articles not required for participation in a class or activity are not fees and are not subject to the waiver requirements.

In accordance with Utah Code §53A-11-806 any school whose property has been lost or willfully cut, defaced, or otherwise injured may withhold the issuance of official written grade reports, diploma, and transcripts of the student responsible for the damage or loss until the student or the student's parent or guardian has paid for the damages. The student's parent or guardian is liable for damages as otherwise provided in Section 78A-6-1113.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts.

If the student and the student's parent or guardian are unable to pay for damages or if it is determined by GreenWood in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then, the school may provide for a program of voluntary work for the student in lieu of the payment.
At this time GreenWood is not requesting any waivers from Administrative Rules.
## Declaration of Participation

**Utah State Retirement Office**
PO Box 1590
Salt Lake City, Utah 84110-1590
(801) 366-7318
(800) 753-7318
FAX (801) 366-7759

**INSTRUCTIONS**
1. Please type or print clearly using black ink.
2. Complete Sections A and B. Sign and return to the Retirement Office.

### SECTION A - CHARTER SCHOOL INFORMATION

<table>
<thead>
<tr>
<th>Name of Charter School</th>
<th>GreenWood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>1920 W 250 N, Suite 17</td>
</tr>
<tr>
<td>Phone Number</td>
<td>801-388-1056</td>
</tr>
<tr>
<td>City</td>
<td>Ogden</td>
</tr>
<tr>
<td>State</td>
<td>UT</td>
</tr>
<tr>
<td>Zip</td>
<td>84404</td>
</tr>
</tbody>
</table>

### SECTION B - SELECTION OF OPTION

Please mark the box which indicates your selection:

☑ Option 1. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, to maintain compliance with Title 49 we make the election of nonparticipation as an employer in the defined benefit (pension) retirement programs with Utah Retirement Systems. We acknowledge participation may be granted upon application at a future date.

☐ Option 2. As a charter school, in accordance with Utah Code Ann. § 53A-1a-512, we make the irrevocable election to participate in the retirement programs of Utah Retirement Systems in compliance with Title 49. We further acknowledge any retirement benefit offered must include participation with Utah Retirement Systems. Our representative will contact URS to begin the application process.

**ATTACH A COPY OF THE RESOLUTION ADOPTED BY YOUR GOVERNING BODY THAT SUPPORTS THIS DECISION.**

<table>
<thead>
<tr>
<th>Name of Charter School Authorized Representative and Title (please print)</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Wood Authorized Agent</td>
<td>12-10-13</td>
</tr>
</tbody>
</table>

Signature of Charter School Authorized Representative

Kathy Wood
GreenWood
Resolution 13-1

Declaration of Nonparticipation in Defined Benefit Retirement Programs with Utah Retirement Systems.

- WHEREAS, it is the responsibility of the Board to approve the election of participation or nonparticipation in the defined benefit retirement programs with Utah State Retirement Systems.

- WHEREAS, GreenWood will provide a flexible and self-directed defined benefit plan for its employees.

- WHEREAS, GreenWood will select a service provider that has a sound reputation and is economically advantageous to the School.

- THEREFORE, BE IT RESOLVED, THAT: GreenWood, in accordance with Utah Code Ann. 53A-1a-512 and to maintain compliance with Title 49, makes the election of nonparticipation as an employer in the defined benefit (pension) retirement programs with Utah State Retirement Systems. We acknowledge participation may be granted upon application at a future date.

- Adopted this 12th day of March, 2013, by the Board of Trustees.

______________________________
Summerhaze Lee, Board Chair

______________________________
Kathy Wood, Board Treasurer

______________________________
Jessie Kidd, Board Secretary

______________________________
Kelly Lowery, Trustee

______________________________
Stephanie Hewton, Trustee
6 A Policy-Based School Intervention to Prevent Overweight and Obesity. http://pediatrics.aappublications.org/content/121/4/e794.full.html
10 Featherstone, Helen (editor). ”Cooperative Learning.” HARVARD EDUCATION LETTER (Sept. 1986): 4-6
12 Greening America's Schools: Costs and Benefits -ww.usgbc.org/Docs/Archive/General/Docs2908.pdf
14 Ending Childhood Hunger: A social impact analysis. www.tfss.ca/files/download/46
15 (Cousins, Mednick, and Campbell, 2000)