PROPOSAL FORM

Applicant Name (School Name): SR1 (Applicant) SR1 College Preparatory & STEM Academy (School)	
Physical Address: 369 Towne Center Blvd. Ridgeland, MS 39157	
Contact Name: Tamu Green	Phone: [redacted]
Email: [redacted]	Geographic School District: Canton Public School District
Type of Subgrant Requested ☐ New School ☒ Replication/Expansion	
Total Request	$300,000
For Mississippi First use only Date Received:_____	
Mississippi First Approval _____Project Director	

By my signature below, I hereby represent that I am authorized to and do bind the applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposal (RFA). Furthermore, the undersigned fully understands and assures compliance with the Assurances contained in the RFA. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the subgrant.

[redacted] 06/07/24

Applicant Representative Authorized Signature Date

RFA CHECKLIST

INSTRUCTIONS: Complete the checklist to ensure that the application is complete. Incomplete applications may be rejected for funding.

Applicant Name: SR1 CPSA

Application Part	For Applicant Use	For Mississippi First Use
Part 1: Proposal Form	☒ Signed, completed, and attached.	☒ Signed, completed, and attached. ☐ Not completed. ☐ Not signed. ☐ Not attached.
Part 2: Checklist	☒ Completed and attached.	☒ Completed and attached. ☐ Not completed or not attached.
Part 3: Proposal *Complete and attach the application parts in the order appearing on this checklist.*	☒ Complete proposal	☒ Proposal complete and attached. ☐ Proposal missing one or more sections.
	☒ Section I—Application Requirements and Aligned Questions	☒ Completed and attached. ☐ Not completed or not attached.
	☒ Section II—Assessment of Risk	☒ Completed and attached. ☐ Not completed or not attached.
	☒ Section IV—Competitive Preference Priorities	☒ Completed and attached. ☐ Not completed or not attached.
	☒ Section V—Assurances	☒ Signed and attached. ☐ Not signed. ☐ Not attached.
	☒ Proposal Attachments **Required** ☒ Proof of adequate and timely notice ☒ CSP subgrant budget form ☒ CSP subgrant budget narrative **If applicable** ☒ Needs analysis documentation ☐ Community asset map/assessment ☐ Educator-led school timeline	☒ All required attachments provided. ☐ Adequate and timely notice missing. ☐ CSP subgrant budget form missing. ☐ CSP subgrant budget narrative missing. ☐ All applicable attachments provided. ☐ Some or all applicable attachments missing.

Part 4: MCSAB Charter School Application	☒ MCSAB charter school application and any relevant updates	☒ Attached. ☐ Not attached.

Applicant received an eligible determination from MCSAB? ☒ YES ☐ NO

Applicant eligible for peer review? ☒ **YES** ☐ **NO**

Linda Caldwell

PART III: CHARTER SCHOOL PROGRAM APPLICATION PROPOSAL

Instructions: In this part of the application, applicants will provide references to pages within their MCSAB charter school application as well as responses to supplemental questions in order to meet CSP application requirements. Applicants should respond to questions or prompts in the fillable response boxes highlighted in yellow, as applicable. Requested attachments should be provided in the order specified in the checklist.

SECTION I: APPLICATION REQUIREMENTS AND ALIGNED QUESTIONS

This section includes questions and prompts related to CSP application requirements from the Notice Inviting Applications for the 2022 CSP grant cycle, references to which are provided in brackets at the end of subheadings. **For more information about how each requirement will be evaluated, please refer to the rubric.**

A. Charter management organizations; education service providers [(3)(ii)(A)]

The questions below ensure that applicants meet CSP requirements concerning charter management organizations and education service providers.

Charter management organizations, as applicable

Charter management organizations (CMOs) govern and operate a network of charter schools. Is the applicant a network school of a charter management organization?

☒ **NO**

☐ **YES**

If yes, the applicant must respond to the questions below.

- ✓ MCSAB Charter Application Questions: Reviewers will assess requirements in this section through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Operations Plan & Capacity, Organization Management, Question 1: *Identify the organization's leadership team and their specific roles and responsibilities. Submit, as Attachment 12, organization charts that show the school governance, management, and staffing structure in a. the first year of school operations; b. at the end of the charter term; and c. when the school reaches full capacity, if in a year beyond the first charter term.*

    Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school. **MCSAB APPLICATION PAGE NUMBER(S):** Not Apllicable
  - Operations Plan & Capacity, Organization Management, Question 2: *Explain any shared or centralized support services the network organization will provide to schools in the authorizer's state. Describe the structure, specific services to be*

provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with [an ESP], service goals should be outlined in the term sheet and draft contract to be provided in Attachment ESP-2). **MCSAB APPLICATION PAGE NUMBER(S):**

Not Applicable

- Operations Plan & Capacity, Organization Management, Question 3: *Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.*

Function	*Network/Management Organization Decision-Making Responsibilities*	*School-Level Decision-Making Responsibilities*
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
Data Management and Interim Assessments		
HR Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
IT		
Facilities Management		

Function	*Network/Management Organization Decision-Making Responsibilities*	*School-Level Decision-Making Responsibilities*
Vendor Management / Procurement		
Other operational services		

MCSAB APPLICATION PAGE NUMBER(S): Not Applicable

- Operations Plan & Capacity, Organization Management, Question 4: *Provide, with Attachment 12 above, the following organization charts (including both organization management/staff and schools within the network):*
  - *Year 1 network as a whole*
  - *Year 3 network as a whole*
  - *Year 5 network as a whole*

  The organization charts should clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed. **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

Education service providers, as applicable

An education service provider (ESP) holds a contract with a charter governing board to provide school management services. Does or will the applicant employ an education service provider?

☒ **NO**

☐ **YES**

If yes, the applicant must respond to the questions below.

(1)(A) A copy of the existing contract; name and contact information of the ESP

- ✓ MCSAB Charter Application Questions: Reviewers will assess requirements in this section in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, Management Plan, Question 8: *Provide as Attachment ESP-2 a draft of the proposed management agreement with the ESP.* **MCSAB APPLICATION PAGE NUMBER(S):** Insert page number here.
- ✓ ESP Supplemental Question 1: If not provided in the copy of the contract, list the name and contact information of the ESP. If provided in the contract, please write "not applicable" below.

  APPLICANT RESPONSE: Not Applicable

(1)(A) Cost of the contract

- ✓ MCSAB Charter Application Questions: Reviewers will assess requirements in this section in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, Management Plan, Question 4: *Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- ✓ ESP Supplemental Question 2: As applicable, list and explain the amount of CSP funds proposed to be used as compensation for the ESP. If not applicable, please write "not applicable" below.

  APPLICANT RESPONSE: Not Applicable
- ✓ ESP Supplemental Question 3: As applicable, provide the amount of CSP funds supporting compensation for the ESP as a percentage of the overall CSP subgrant. If not applicable, please write "not applicable" below.

  APPLICANT RESPONSE: Not Applicable

(1)(A) Duration of the contract

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page

number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 6: *What is the term (duration) of the management agreement?...* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

(1)(A) Roles and responsibilities of the ESP

✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 1: *Provide a detailed description of the roles and responsibilities of the ESP.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

(1)(A) Fair market value

✓ ESP Supplemental Question 4: How will the applicant ensure that it pays fair market value for any services or other items purchased or leased from the ESP? **APPLICANT RESPONSE:** Not Applicable

(1)(A) Control over programmatic decision-making

✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page

number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 3: *Describe the oversight and evaluation methods that the Board will use to oversee the ESP. …What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

✓ ESP Supplemental Question 5: How will the applicant ensure that it makes all programmatic decisions?

APPLICANT RESPONSE: Not Applicable

(1)(A) Control over CSP funds and direct administration or supervision of the grant

✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- ESP Addendum, Management Plan, Question 5: *Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board*

approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight? **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

- ✓ ESP Supplemental Question 6: How will the applicant ensure that it maintains control over all CSP funds and directly administers or supervises the administration of the CSP subgrant?

  APPLICANT RESPONSE: Click or tap here to enter text.

(1)(B) Business or financial relationship between developer and ESP

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, ESP Legal Relationship, Question 3: *List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
  - ESP Addendum, ESP Legal Relationship, Question 4: *Explain whether the school has or will have any relationship with or receive any services from any of*

the entities listed in the previous question. **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

- ESP Addendum, ESP Legal Relationship, Question 6: *If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Appplicable
- ESP Addendum, ESP Legal Relationship Question 7: *Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

✓ ESP Supplemental Question 7: Describe any other business or financial relationship between the school and the ESP, including payments, contract terms, and any property owned, operated, or controlled by the ESP or related individuals or entities that will be used by the school.

APPLICANT RESPONSE: Not Applicable

(1)(C) Name and contact information of governing board; ESP officers; and any actual or perceived conflicts of interest

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Organizational Governance, Question 2: *List all current and prospective board members and their intended roles. …Provide, as Attachment 14, the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
  - ESP Addendum, ESP Legal Relationship, Question 2: *Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- ✓ ESP Supplemental Question 8: Provide a list of ESP officers, chief administrator, and any staff involved in approving or executing the management contract.

APPLICANT RESPONSE: Not Applicable

- ✓ ESP Supplemental Question 9: Explain how the applicant will resolve any actual or perceived conflicts of interest.

  APPLICANT RESPONSE: Not Applicable

(1)(D) Governing board independence (board members not selected, removed, controlled, or employed by the ESP); legal, accounting, and auditing services procured independently

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, ESP Legal Relationship, Question 1: *Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- ✓ ESP Supplemental Question 10: Provide evidence that accounting and auditing services will be procured independently of the ESP.

  APPLICANT RESPONSE: Not Applicable

(1)(E) Severability; continuation of operations; duration not to exceed charter length; renewal by board vote

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - ESP Addendum, ESP Management Plan, Question 6: *What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
  - ESP Addendum, ESP Management Plan, Question 7: *Describe the plan for the operation of the school in the event of termination of the management agreement.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- ESP Supplemental Question 11: If any element is not clear in the text of the MCSAB charter application, provide an explanation of how the applicant will ensure that the management contract is severable, severing the

management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school.

APPLICANT RESPONSE: Not Applicable

(1)(F) Control over student records; transfer of records

- ✓ ESP Supplemental Question 12: Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon transfer for a student, in accordance with Miss. Code Ann. § 37-28-45(6)(t) and 37-15-3.

APPLICANT RESPONSE: Not Applicable

B. Parent, family, and community engagement, part 1 [(3)(ii)(D)]

The questions below ensure that applicants meet CSP requirements concerning parent, family, and community engagement.

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Operations Plan & Capacity, Organizational Governance, Question 7: *Explain how this governance structure and composition will… c) include active and effective representation of key stakeholders, including parents.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 30 & 34 of narrative. Page 32 & 36 of complete application.. Curently enrolled parents/guards of students have provided vauable input on and assisted with recruitment, enrollment, parent testimonials, setting and maintain a positive inclusive school culture, school activities and assisted in planning community events hosted by the school. Parents/Guardians have a clearly defined process in the SR1 CPSA Handbook to request a meeting/hearing on any school level or board level decision that is rendered and can have the decision altered based on the process. In addition to the information in the MCSAB application, SR1 has worked to expand Hisapanic parent/guardian resprenetation and input through new formed partenerships such as the Immigrant Alliance for Justice and Equity and hosting Latino enrollment and celebration days
- Operations Plan & Capacity, Advisory Bodies, Question 1: *Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe a. Its current and/or planned composition and the strategy for achieving that composition; b. The role of parents, students, and teachers, as applicable; and c. The reporting structure relative to the school's governing board and leadership.* **If not applicable, please write "not applicable." MCSAB APPLICATION PAGE NUMBER(S):** Page 30 of the narrative. Page 32 of the complete application. SR1

CPSA's Advisory Board is composed of 5-7 members including parent(s)/guardian(s) of enrolled students and other key community stakeholders (i.e. community leaders, educators, school personnel teachers, support staff, representatives from institutions of higher learning, business leaders). The Advisory Board and school leadership team utilize informational sessions, community presentations, and word of mouth to achieve this composition. The Advisory Board serves as a community advocate for the school and keeps the community abreast of school activities, programs, goals, and academic progress. The Advisory Board will periodically advise the Board, Executive Director, and Principal on financial and human support from the community, community satisfaction level with the school. The Advisory Board will be separate from the Board and will not have any governance or oversight of the school. Page 29 of the narrative. Page 31 of the completed application.

- Operations Plan & Capacity, Grievance Process, Question 1: *Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 34 of the of the narrative. Page 36 of the complete application. A Parent/Guardian of an enrolled students is eligible to serve on the board

✓ Parent & Community Engagement Supplemental Question 1: Describe any other method the applicant will use to solicit and consider input from parents and other members of the community on the implementation and operation of the school.

APPLICANT RESPONSE: A parent/guardian of an enrolled student is eleigible to serve on the governance board. Parent(s)/Guardia(s) will have the opportunity to serve in the Parent(s)/Guardian(s) Teacher Organization (PGTO). The purpose of the PGTO will be to enhance and support the educational experience at the schools, to develop a closer connection between school and home by encouraging parent(s)/guardian(s) involvement, and to improve the environment at the school through volunteer and financial support. Community members and businesses will be encouraged as well to support PGTO through membership and school adoption..

C. Parent, family, and community engagement, part 2 [(3)(ii)(F)]

The questions below ensure that applicants meet additional CSP requirements concerning parent, family, and community engagement.

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Educational Program Design & Capacity, Parent and Community Involvement, Question 3: *Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described [in responses to other questions]). Describe any opportunities and/or expectations for ongoing parent, student, and community involvement. Any parent volunteer requirements must also include a waiver process that considers individual family circumstances.*

MCSAB APPLICATION PAGE NUMBER(S): Page 25 of the narrative. Page 27 of the complete application.

D. Planned activities, expenditures, and sustainability [(3)(ii)(E)]

The questions below ensure that applicants meet CSP requirements concerning planned activities, expenditures, and sustainability.

- ✓ MCSAB Charter Application Questions: Reviewers will read some sections of the MCSAB charter application to understand the context for the applicant's subgrant activities and expenditures. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Financial Plan & Capacity, Financial Plan, Question 9: *Submit the completed Financial Plan Workbook as Attachment 22.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 326 of the complete application. Listed as Attachment 20 of the complete application.
  - Financial Plan & Capacity, Financial Plan, Question 10: *Budget Narrative: As Attachment 24, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible. a. Describe all anticipated funding sources. Clearly address*

the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in Attachment 24 evidence of commitment for any funds on which the school's core operation depends. b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time). **MCSAB APPLICATION PAGE NUMBER(S):** Page 360 of the complete application. The attachment was labled as Attachment 21-Budget Narrative in the MCSAB instruction in the applicated submitted.

- ✓ Activities & Expenditures Supplemental Question 1: List the applicant's goals for the CSP subgrant.

APPLICANT RESPONSE: Goal 1: 75% of SR1 CPSA scholars who have attended for two years will demonstrate mastery in language arts by June 2025. Goal 1 is aligned with the Mississippi Department of Education's Statewide Literacy plan in order to improve literacy rates of scholars. The SR1 CPSA believes a strong literacy foundation is key to scholars' academic foundation and access to a robust learning environment that infuses science, technology, engineering and mathematics (STEM). The research-based Language Arts curriculum, will provide SR1 CPSA scholars inspiration, confidence, and engagement to reach mastery beginning at the kindergarten level.

Goal 2: 75% of SR1 CPSA scholars who have attended for two years will demonstrate mastery in math by June 2025. Goal 2 is aligned with the Mississippi Department of Education's Statewide plan for all schools to have an accountability status of "C" or higher. The SR1 CPSA believes a strong math foundation is key to scholars' academic foundation and access to a robust learning environment that infuses science, technology, engineering and mathematics (STEM).

Goal 3: 70% of SR1 CPSA Kindergarten students will meet the Kindergarten Readiness benchmark by June 2025. Goal 3 is aligned with the Mississippi Department of Education's goal for students to be reading at or above grade level by 3rd grade. The SR1 CPSA believes a strong Kindergarten foundation is key to scholars' academic foundation and access to a robust learning environment that infuses science, technology, engineering and mathematics (STEM). The research-based core subject curricula, will provide SR1 CPSA scholars inspiration, confidence, and engagement to reach Kindergarten Readiness benchmarks.

✓ Activities & Expenditures Supplemental Question 2: Describe all major planned activities to be supported with CSP subgrant funds in alignment with Section 4303(h) of the ESEA. If an expansion applicant, the applicant must describe how these activities and related expenditures do not overlap with activities already completed or expenditures already reimbursed.

APPLICANT RESPONSE: The CSP subgrant funds are strategically allocated to support seven key areas that align with the goals of enhancing student mastery in language arts, math, and kindergarten readiness. Each area of funding is designed to create a comprehensive and supportive learning environment for students at SR1 College Preparatory and STEM Academy.

1. I-Ready Curriculum and Promethean Boards I-Ready Curriculum: This adaptive learning platform will be implemented to provide personalized instruction in language arts and math. It adjusts to each student's learning needs, offering targeted practice to help students achieve

grade-level mastery. Promethean Boards: Interactive Promethean boards will be installed in classrooms to enhance instructional delivery. These boards support dynamic teaching methods and engage students in interactive learning experiences. 2. Tablets for One-to-One Instructional Tools One-to-One Instructional Tools: The purchase of tablets will move the school towards its goal of providing each student with a personal instructional tool. This access to technology ensures that students can engage with digital learning resources, complete assignments, and participate in interactive lessons in the classroom. 3. Facilities Expenses Safe and Robust Learning Environment: Allocating funds to facilities expenses will help maintain a safe environment conducive to learning. 4. Transportation Costs Safe and Efficient Transportation: Funding transportation costs will ensure that students have reliable and safe transportation to and from school. This is essential for regular attendance and punctuality, which are critical for consistent learning and academic success. 5. Furniture Expenses Supportive Learning Environment: New and ergonomic furniture will be purchased to support students' physical comfort and well-being in the classroom. Proper furniture contributes to better concentration and posture, which can positively impact learning outcomes. 6. Student Supplies Classroom and Student-Level Learning: Funds will be used to purchase necessary supplies for students, classrooms and the school. This includes notebooks, folders, writing tools, copy paper, and other educational materials that support daily learning activities and classroom projects. Summary The CSP grant funds are essential for enhancing the educational experience at SR1 College Preparatory and STEM Academy. By focusing on these seven key areas, the funds will support the school's mission to achieve student mastery in language arts, math, and kindergarten readiness. The strategic use of these resources ensures that students have access to high-quality instructional tools, a safe learning environment, and the necessary supplies to support their educational journey.

- ✓ Activities & Expenditures Supplemental Question 3: Justify these planned activities as necessary for the applicant to carry out the CSP subgrant program and purposes, including to enable the applicant to open and operate a high-quality charter school.

APPLICANT RESPONSE: The Charter School Program grant will provide SR1 College Preparatory and STEM Academy (SR1 CPSA) the resources needed to assist SR1 CPSA scholars (K-2nd grade) in having access to a positive and robust learning environment in order to ensure they achieve a solid academic foundation. Additionally, the Charter School Program grant will assist the Mississippi charter sector in achieving its objective of charter schools earning a "A" or "B" on Mississippi's statewide accountability status. Our academic goals (Goal 1 and Goal 2) measure performance in core academic subjects of language arts and math and (Goal 3) measures Kindergarten Readiness. SR1 CPSA will utilize a diverse set of summative (i.e. Kindergarten Readiness state testing assessments) and formative (i.e. benchmarks, I-Ready) assessments to employ a data-driven model that supports students and provides students, families, and staff with the information they need to meet high academic standards and make continuous growth and improvement. The goals are aligned with the mission and vision of SR1 College Preparatory and STEM Academy which is to ensure all elementary students have access to a positive and robust learning environment that infuses Science, Technology, Engineering, and Mathematics (STEM) across content areas. All curricula and instructional strategies are What Works Clearinghouse-proven as required by Mississippi Code § 37-28-15. To further secure the STEM infusion model focus across core content areas, all science, technology, engineering, and mathematic standards and instructional methods will be governed by the MCCRS which recognizes the Next Generation Science Standards (NGSS). In addition to its STEM infusion and alignment to the MCCRS, the proposed curricular choices have been selected given their proven success. For example, research shows, students from all subgroups

demonstrated statistically significant gains over the course of a two-year period. SR1 CPSA students will demonstrate growth and proficiency as they graduate prepared to excel in middle school with a solid academic foundation and intrinsic drive to succeed in college. Long term, our students will apply their college degrees to developing solutions to local, global and environmental challenges as they break generational gaps and diversify the professional workforce. SR1 CPSA will disseminate best practices and serve as a model school for globally competitive public education.

✓ Activities & Expenditures Supplemental Question 4: Submit a completed CSP subgrant budget using the form provided. Attach an ***aligned***, detailed budget narrative describing all planned activities, expenditures, and cost assumptions. Applicants may use any format for the budget narrative that they prefer, but the narrative should clearly identify the use of planning versus implementation funds in alignment with the budget form. DO NOT include planning expenses beyond the first 18 months of the project period. Please note proposed subgrants cannot exceed $300,000 per year for a period of five years. Please remember to attach these documents in the order provided in the checklist.

☒ **Subgrant budget form attached**

☒ **Subgrant budget narrative attached**

✓ Activities & Expenditures Supplemental Question 5: Describe the school's plan for sustaining operations after the completion of the CSP subgrant. Include revenue and expenditure projections for the year after subgrant completion and explain how CSP revenue will be replaced if needed to continue operations of the school.

APPLICANT RESPONSE: SR1 CPSA will be strategic in implanting financial management practices that meet the financial performance rating and score requirement while promoting positive student outcomes. The school will utilize multiyear budgets and cash flow forecasting to allocate resources and monitor line item growth potential. The school's plan for sustaining operations after the CSP grant focuses on diversifying funding sources, optimizing resource allocation, and building strong community partnerships. Key strategies include: 1. Diversified Funding: Seeking additional grants, increasing fundraising efforts, and establishing a robust donation/fundraising program. This includes applying for federal, state, and local grants, as well as partnering with private foundations and corporations. 2. Community Engagement: Strengthening relationships with local businesses, community organizations, and families to foster a sense of ownership and support. This may involve volunteer programs, community events, and partnerships that provide both financial and in-kind contributions. 3.Enrollment and Retention: Implementing targeted marketing and outreach strategies to maintain and increase student enrollment. Ensuring high-quality education and supportive services to retain students and attract new families. 4. Cost Management: Streamlining operations to reduce costs without compromising educational quality. This includes optimizing staffing levels, negotiating better rates for goods and services, and leveraging technology to improve efficiency. 5. Revenue-Generating Programs: Developing programs and services that generate additional revenue. Examples might include after-school programs, summer camps, and facility rentals. 6. Alumni Network: Creating an active alumni network to foster long-term support and donations from former families. 7. Board and Leadership Development: Ensuring that the school's board of directors and leadership team are well-equipped to manage financial sustainability. This involves ongoing training and recruitment of members with strong financial and strategic planning skills. 8. Data-Driven Decision Making: Using data to make informed decisions about resource allocation, program effectiveness, and financial planning. Regularly reviewing financial

statements, enrollment data, and academic outcomes to adjust strategies as needed. By implementing these strategies, the school aims to build a stable financial foundation that ensures long-term sustainability and continued success for its students and community.

E. Needs analysis [(3)(ii)(G)]

The questions below ensure that applicants meet CSP requirements concerning the new needs analysis.

(1) Descriptions of local community support

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Charter RFP, Educational Program Design & Capacity, Parent and Community Involvement, Question 5: *Provide, as Attachment 6, existing evidence of demand for the school (e.g., letters of support or intent to apply forms from families and students)…* **MCSAB APPLICATION PAGE NUMBER(S):** Pages 141-190 in the completed application. In our submitted application insturctions, it was Attachment 8 Community Evidience and Support.
- ✓ Needs Analysis Supplemental Question 1: Describe local community support, benefits to the community, and other evidence of demand that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections.

APPLICANT RESPONSE: For the 2024-2025 academic year, SR1 CPSA currently has has 180 enrollment applications. SR1 CPSA is working with parents/guardians, Canton based ommunity organizations.

✓ Needs Analysis Supplemental Question 2: Provide as an attachment any desired supplemental materials to strengthen the school's case, including information on waiting lists, data on access to seats in high-quality schools in feeder districts, and family interest in proposed specialized instructional approaches. If no supplemental materials are necessary, check "not applicable" below. Please remember to attach any desired supplemental materials in the order presented in the checklist.

☒ **Supplemental needs analysis materials attached**

☐ **Not applicable**

(2) Projected student enrollment

✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, Enrollment Summary, Question 1: *Complete the table below, illustrating the growth plan for the school. Indicate*

the school year for each column. This enrollment table will be used to complete the school's enrollment table in its charter school contract.

Grade Level	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Full Enrollment*
	(Enter year)	*(Enter year)*	*(Enter year)*	*(Enter year)*	*(Enter year)*	*(Enter year)*

MCSAB APPLICATION PAGE NUMBER(S): Page 3 of the School Overview: Executive Summary Narrative. Page 5 of the complete application. In our submitted application instructions, the growth plan table was included in the School Overview: Executive Summary Narrative.

- Educational Program Design & Capacity, Enrollment Summary, Question 2: *Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 3 of the School Overview: Executive Summary Narrative. Page 5 of the complete application. In our submitted application instructions, the Rationale for Enrollment Summary was included in the School Overview: Executive Summary Narrative.

✓ Needs Analysis Supplemental Question 3: Provide any additional information necessary to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used. If no additional information is necessary, please write "not applicable" below.

APPLICANT RESPONSE: Not Applicable

(3) Analysis of student demographics

✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Charter RFP, Educational Program Design & Capacity, Special Populations and At-Risk Students, Question 2: *Complete this table to demonstrate calculation of at-risk students the school anticipates serving. Please use the demographic information provided by MCSAB via the online portal for the local school district where the charter school will be located to complete the first row of the table.*

	% Free Lunch ONLY	*% Students with Disabilities ONLY*
Current School District Demographics		
80% Charter School Requirement		
Anticipated Charter School Demographics		

MCSAB APPLICATION PAGE NUMBER(S): Pages 16-21 of the narrative and pages 18-23 of the completed application.

- Needs Analysis Supplemental Question 4: Provide an analysis of the school's projected student demographics (including race and socio-economic status) and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn.

APPLICANT RESPONSE: SR1 CPSA's estimated demographics are 86% of the students will identify as Black, 11% Hispanic, and 3% two or more races. 95% of the students will qualify for free/reduced lunch, 9% will be special education, and 5% will be gifted. Canton Public School Districts student body composition is 83% Black, 14% Hispanic and 3% other. 100% of students are free/reduced lunch.

- Needs Analysis Supplemental Question 5: Describe plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. If this is unlikely due to local context, state this in the response below and then respond to the Questions 5a-5c.

APPLICANT RESPONSE: SR1 CPSA is committed to equitable admissions and its enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Every aspect of SR1 CPSA's enrollment and recruitment practices will comply with local, state, and federal standards. SR1 CPSA's primary recruitment zone will concentrate on CPSD. While all students are eligible to attend, our priority, in response to existing gaps, is to enroll students in underserved communities. SR1 CPSA actively recruit students in poverty, who are academically low achieving, who have disabilities, linguistically diverse, and other students at risk of academic failure. SR1 CPSA will do this by launching a grassroots student recruitment campaign that aggressively seeks students in need. The SR1 CPSA recruitment plan includes door-to-door neighborhood canvassing and hosting events at local community centers, community events, and churches. Informational flyers that

outline the mission of the school, enrollment requirements, and educational scope are distributed during all canvassing and community events. To engage with families from linguistically-diverse backgrounds, we translate promotional items into other languages, primarily Spanish. Language usage is based on a sixth-grade reading level. We have acquired a mailing list of current students from CPSD to direct mail to those families. Also, media outlets (i.e. radio, TV and print) will be used to recruit students. The School will also connect with the community via our website and social media platforms, including Facebook and Twitter. All staff members will be responsible for student recruitment.

- Question 5a: Describe why it is unlikely that the school will be able to establish and maintain a racially and socio-economic diverse student body because either the charter school would be located in a racially or socio-economically segregated or isolated community or due to the charter school's specific education mission.

  APPLICANT RESPONSE: SR1 CPSA does not forsee not being able to maintain a diverse student body. Curent enrollment includes a racially diversed student body.

- Question 5b: Describe how the anticipated racial and socio-economic makeup of the student body will promote the purposes of CSP.

  APPLICANT RESPONSE: SR1 CPSA believes the success of our students and the strength of the community go hand in hand to ensure students have access to positive and robust learning environment. CSP provides the financial and human resources needed to build the capacity of school leaders, parents/guardians, and provide a solid academic foundation

- Question 5c: Describe the anticipated impact of the proposed school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn.

  APPLICANT RESPONSE: Based on SR1 CPSA's maximum 75 student per grade capacity and Canton Public School Districts' four elementary school, there is no foreseen impact on the racial and socio-economic diversity of the district.

(4) Robust family and community engagement plan

✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, Parent and Community Involvement, Question 1*: Describe the role of any parents and community members involved in developing the proposed school.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 2 in the narrative and page 4 in the complete application.
- Educational Program Design & Capacity, Parent and Community Involvement, Parent and Community Involvement, Question 2: *Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening.* **MCSAB APPLICATION**

PAGE NUMBER(S): Pages 24- 25 of the narrative. Page 26-27 of the complete application.

- ✓ Needs Analysis Supplemental Question 6: If any of the following is not described in the above answers in the MCSAB application, please clarify how families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.

  APPLICANT RESPONSE: Explained in above answers.

- ✓ Needs Analysis Supplemental Question 7: Describe how the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.

  APPLICANT RESPONSE: SR1 College Preparatory and STEM Academy (SR1 CPSA) charter school plans to continue meaningfully engage with both families and the community through various strategies aimed at creating and maintaining strong and ongoing partnerships. Here's how SR1 CPSA will achieve this: 1. Communication and Transparency Regular Updates: The school will provide regular updates to families and the community through mechanisms such as email, Class Dojo, and Messenger to provide information about academic progress, upcoming events, and opportunities for involvement. Community Events: Hosting community events such as STEM night to further expand knowledge on the school's innovative model. discuss school initiatives, address concerns, and gather feedback from parents and community members. 2. Inclusive Decision-Making Advisory Boards: Advisory boards to discuss school initiatives,

address concerns, gather feedback from parents and community members, engagement in the decision-making processes and provide input on school policies and programs. 3. Educational and Social Events Family Events: Offering workshops and seminars on topics such as supporting student learning at home and parenting skills to empower families. Community Celebrations and Cultural Events: Continue to organize cultural events and celebrations that reflect the diversity of the student body and community, fostering a sense of belonging and unity. 4. Volunteer and Engagement Opportunities PGTO: PTGO creates opportunities for parents to volunteer in classrooms, extracurricular activities, and school events, enhancing their involvement in the school community, while also encouraging students and their families to participate in community service projects, strengthening ties between the school and the broader community. 5. Partnerships with Local Organizations Collaborations with Local Businesses and Non-Profits: Developing joint programs with local organizations that benefit students, families and the community, such as health fairs, literacy programs, and environmental initiatives. 6. Support Services for Families Family Resource Center: Work to establish a family resource center on campus that provides access to information, support services, and referrals to community resources. SR1 College Preparatory and STEM Academy is committed to fostering strong and ongoing partnerships with both families and the community. By implementing these strategies, the school ensures that families feel valued and included in their children's education while creating a supportive and collaborative community environment. This holistic approach not only enhances the educational experience for students but also strengthens the bonds between the school, families, and the community.

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Educational Program Design & Capacity, School Culture, Question 1: *Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 13 of the narrative. Page 15 of the complete application.
- Educational Program Design & Capacity, School Culture, Question 2: *Explain the plan to create and implement [school] culture for students, teachers, administrators, and parents starting from the first day of school.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 13-14 of the narrative. Page 15-16 of the complete application.
- Educational Program Design & Capacity, School Culture, Question 3: *Explain how the school culture will identify and serve students with special needs, English Language Learners, and students at risk of academic failure.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 15 of the narrative. Page 17 of the complete application.

✓ Needs Analysis Supplemental Question 8: If the following is not described in the above answers in the MCSAB application, please describe how the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring ongoing input in school decision-making.

APPLICANT RESPONSE: Explained in above answers.

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement in part through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for the MCSAB question below, reprinted verbatim for ease of identification:
  - Educational Program Design & Capacity, Student Recruitment and Enrollment, Question 1: *Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.*

    MCSAB APPLICATION PAGE NUMBER(S): Pages 21-22 of the narrative. Page 23-14 of the complete application.
- ✓ Needs Analysis Supplemental Question 9: If the following is not described in the above answer in the MCSAB application, please describe how the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals)

through widely available and transparent means (e.g., online and at community locations).

APPLICANT RESPONSE: Explained in above answers.

- ✓ Needs Analysis Supplemental Question 10: Describe how the applicant has engaged or will engage families and the community to develop an instructional model to serve the targeted student population and their families, including students with disabilities and English learners.

APPLICANT RESPONSE: Parent(s)/guardian(s) and community input has informed the design of the school (i.e. STEM, low student-to-teacher ratio, non-school hours, summer camp), experiential learning (i.e. hands on activities, mentors), and positive learning environments (i.e. classroom management, fair and consistent disciplinary policies, passionate educational leadership) any other key areas. SR1 CPSA believes that its small school atmosphere (450 students at capacity), coupled with extended school day and an optional summer camp (provided by SR1, the non-profit, for free to SR1 CPSA students) provides the attention that the targeted student population, including at-risk students, ELL students and students with disabilities, needs to succeed. SR1 CPSA teachers use multiple means of reaching students—relying first on students' personal learning preferences and cultural styles to provide a culturally responsive learning environment, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. Among these instructional methods are differentiated instruction, inquiry-based learning, theme and project-based learning, mentored study, and technology-based learning. SR1 CPSA will utilize a diverse set of summative (i.e. state testing assessments) and formative (i.e. benchmarks) assessments to employ a data-driven model that supports students and

provides students, families, and staff with the information they need to meet high academic standards and make continuous growth and improvement. All components of the educational plan/school design comply with or exceed levels of effectiveness identified by the United States Department of Education's What Works Clearinghouse and informed by best practices at the nation's top public STEM elementary schools that have closed the STEM gap with a similar student population. The school's instructional design also benefits from SR1's established relationships with Millsaps College, Mississippi State University, University of Mississippi-Center for Math and Science, and Mississippi Museum of Natural Science (monthly learning activities).

(5) Responsive operations plan

✓ Needs Analysis Supplemental Question 11: Describe how the applicant's plans for school operations reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population.

APPLICANT RESPONSE: SR1 has an established role with key stakeholders of the Canton, Mississippi community. Parent(s)/guardian(s) expressed concern regarding the quality of education of local school districts and noted a need for effective alternatives to the traditional school setting. Parent(s)/guardian(s) and key stakeholders have provided input on school curriculum design (i.e. STEM, low student-to-teacher ratio), experiences (i.e. hands on activities, mentors), and positive learning environments (i.e. classroom management, fair and consistent disciplinary policies, passionate educational leadership). Additionally, the SR1 CPSA calendar and non-school hour services were developed with input from the community members, parent(s)/guardian(s), educational professionals, and teachers to provide quality instruction time, while

also preventing student and teacher exhaustion. The academic calendar meets the needs of the academic program as instructional time in the school day is dedicated to teaching and learning with STEM infusion. Non- school hours (after-school, summer camp) assist in reducing learning loss and assist teachers with the time needed to meet a rigorous set of academic requirements, while infusing STEM into the schedule. St. Paul AME Zion Church was selected as the temporary site based on parent(s)/guardian(s), community members and educational staff input. The location has a long standing history in the community of supporting quality education endeavors as it was a Freedom School during the Civil Rights Movement.

(6) Impact on desegregation efforts

✓ Needs Analysis Supplemental Question 12: Mississippi law provides no specific statutory obligation for schools to create and maintain desegregated public schools. However, several Mississippi public school districts are under ongoing court desegregation orders dating back to the 1960s and at least one public school district is under a voluntary desegregation agreement. Is the school district in which the school is, or would be, located and the districts from which students are, or would be, drawn under an ongoing court order or voluntary agreement to create and maintain desegregated public schools?

NO

X YES

If yes, describe what steps the applicant has taken or will take to ensure the school will not hamper, delay, or negatively affect any desegregation efforts in the community in which the school is, or would be, located and the districts from

which students are, or would be, drawn, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools.

APPLICANT RESPONSE: SR1 College Preparatory and STEM Academy is deeply committed to promoting diversity and ensuring that our school actively contributes to desegregation efforts within the community and the primary district from which our students are drawn. We recognize the importance of creating an inclusive and equitable educational environment that supports the goals of desegregation. To ensure our school does not hamper, delay, or negatively affect these efforts, we have taken, and will continue to take, the following steps:

1. Inclusive Enrollment Policies:

We have implemented a transparent and non-discriminatory enrollment process that ensures equal access to all students, regardless of race, ethnicity, or socioeconomic status.

2. Diverse and Culturally Responsive Curriculum:

Our curriculum is designed to be culturally responsive and inclusive, celebrating diversity and promoting mutual respect and understanding among students from different backgrounds.

3. Equitable Access to Resources:

We ensure that all students have equal access to high-quality educational resources and support services, regardless of their background. Targeted support programs are in place to address the unique needs of students from historically marginalized communities, helping to close achievement gaps and promote equity.

4. Community and Family Engagement:

We engage with families and community members to foster a collaborative partnership in support of our desegregation goals. Our school promotes open dialogue and feedback from all stakeholders

to continuously improve our efforts and address any concerns related to equity and inclusion.

5. Commitment to Continuous Improvement:

We are committed to ongoing self-assessment and improvement of our policies and practices to support desegregation. Our leadership team will review national best practices and research on desegregation to implement effective strategies and innovations that advance our mission of educational equity.

By taking these comprehensive steps, SR1 College Preparatory and STEM Academy aims to be a proactive and positive force in supporting desegregation efforts in our community. We are dedicated to creating an inclusive educational environment where all students can thrive and succeed, contributing to a more equitable society.

- ✓ Needs Analysis Supplemental Question 13: Describe the steps the applicant has taken to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn.

  APPLICANT RESPONSE: SR1 CPSA is not located or drawing from a district currently in desegregation agreement. SR1 CPSA and Canton Public Schools have very similar demographics which aid both in not increasing racial or soio-economic segregation. SR1 CPSA is committed to equitable admissions and its enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Every aspect of SR1 CPSA's enrollment and recruitment practices will comply with local, state, and federal standards

F. Transportation [(5)]

The questions in this section seek to evaluate whether an applicant's transportation plan meets CSP requirements.

- ✓ MCSAB Charter Application Questions: Reviewers will assess this requirement through the submitted MCSAB charter application. Please provide the page

number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

- Operations Plan & Capacity, Start-Up & Ongoing Operations, Question 2: *Describe the transportation plan that details how reliable and safe transportation will be provided for all students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 43 in the narrative. Page 45 of the complete application.
- Financial Plan & Capacity, Financial Plan, Question 9: *Submit the completed Financial Plan Workbook as Attachment 22.* **MCSAB APPLICATION PAGE NUMBER(S):** Page 327-359.The application instructions we submitted listed the Financial Plan Workbook as Attachment 20.

G. Enrollment disclosures to families [(b)(11)]

The questions below concern enrollment disclosures to families who select charter schools.

- ✓ Disclosures to Families Supplemental Question 1: Explain plans to disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a

family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program).

APPLICANT RESPONSE: As part of the enrollment process, SR1 College Preparatory and STEM Academy implements a clear and comprehensive plan to disclose important information to prospective students and their families, specifically regarding the requirement to wear a specific uniform. Uniform Requirement Disclosure: Information about the uniform policy provided to all prospective families during enrollment. Families are directed to SR1 CPSA store on the website where uniforms can be ordered. The website outlines the specific items required, including colors, styles, and the approved vendor where the uniforms can be purchased. Additionally, families are able to try on various sizes of the uniforms prior to ordering to ensure they order the correct size.

SECTION II: ASSESSMENT OF RISK

This section includes questions and prompts related to an applicant's financial, operational, or academic risk. Approved applicants deemed at risk will be subject to additional monitoring and provided additional technical assistance.

A. ESP or Virtual School

The questions in this section identify school models which have a higher risk, financially, operationally, or academically.

- ✓ Risk Supplemental Question 1: Does the applicant intend to contract with an ESP? (If the answer is "yes," the applicant must have completed the ESP questions in Section I as well as the ESP question in Findings & Questioned Costs, below.)

  ☒ **NO**

☐ **YES**

✓ Risk Supplemental Question 2: Is the applicant's model solely or primarily a virtual charter school?

☒ **NO**

☐ **YES**

B. Financial History and Practices and Previous Findings or Questioned Costs

The questions in this section seek to assess whether the school has the appropriate practices in place to manage a large federal grant and whether the school's practices have previously been found insufficient.

Financial History and Practices

✓ Risk Supplemental Question 3: Please describe the applicant's experience in successfully managing grant programs from a financial perspective. Include the number and type of grants, especially federal or state grants or subgrants, as well as details about the timeliness of reporting and drawdowns, whether the project was within budget, and the findings of any related audits. If the applicant is a new developer, describe the experience of the individuals involved in the charter school proposal.

APPLICANT RESPONSE: SR1 has managed and oversees federal, state and foundation grants for over twelve years. SR1 provides quality accounting and financial information, training, and advice based upon Generally Accepted Principles (GAAP), Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board, pronouncements, and applicable

Uniform Guidance Code of Federal Regulations. The accounting department utilizes computerized systems to track financial and programmatic information. SR1's financial management system provides the necessary financial information to accurately forecast and manage project staffing, planning, and implementation. These procedures include a descriptive chart of accounts, prompt and accurate recording of revenues and expenses, safeguarding and verification of assets, control over expenditures, and separation of duties to the extent possible. The review and monitoring of SR1's fiscal management is delegated to its Director of Finance and Administration with oversight from its CEO and governing body. SR1 uses the accrual method of accounting and ensures the segregation of restricted funds. SR1's policies and procedures require all personnel with fiscal responsibilities to partake in the up-to-date bookkeeping system training provided by SR1. Systems are in place to prevent/detect fraud or other abuse of the system. One such system includes controlling, operating, and reviewing the system by more than one person. SR1's accounting records are kept up-to-date and balanced on a monthly basis. Statement receipts and disbursements are reconciled to the general ledger on a monthly basis.

✓ Risk Supplemental Question 4: Please list who manages the finances of the school, specifying whether the individuals are staff or contractors and what their roles are. Describe their qualifications. If the applicant is a new developer, please describe the plan for who will manage the finances of the school.

APPLICANT RESPONSE: The school finances are managed daily by the Director of Finance and Administration, Sophia J. Griffin. Mrs. Griffin has over 20 years of financial and accounting experience. She has earned a bachelor's degree in Business Administration, a Masters in Finance, and a Masters in Public Administration. She is currently working to obtain her Phd, in Accounting.

✓ Risk Supplemental Question 5: Has the applicant ever been suspended or debarred, or is the applicant currently suspended or debarred from receiving federal grant money?

☒ **NO**

☐ **YES**

If yes, please explain the circumstances and whether the suspension or debarment is ongoing or has been resolved.

APPLICANT RESPONSE: Click or tap here to enter text.

✓ Risk Supplemental Question 6: Has the entity ever been designated as a high-risk grantee by any grantor?

☒ **NO**

☐ **YES**

If yes, please explain the circumstances and whether the designation is ongoing or has been lifted.

APPLICANT RESPONSE: Not Applicable

✓ Risk Supplemental Question 7: Which statement best describes the current state of the applicant's financial policies, procedures, and practices?

☒ We have *fully developed* financial policies, procedures, and practices that *have been fully implemented*.

☐ We have *fully developed* financial policies, procedures, and practices, but we *have not fully implemented* them.

If applicable, describe the timeline and plan for full implementation.

APPLICANT RESPONSE: Not Apllicable

☐ We have *partially developed* financial policies, procedures, and practices, but we have only *partially implemented* them or *have not yet implemented* anything.

If applicable, describe the timeline and plan for full development and implementation.

APPLICANT RESPONSE: Not Applicable

☐ We have *not yet created* financial policies, procedures, and practices.

If applicable, describe the timeline and plan for full development and implementation.

APPLICANT RESPONSE: Not Applicable

If the applicant has not yet created financial policies, procedures, and practices, please answer question 8 before continuing to C. Delayed Openings or Failure to Launch.

If the applicant has fully or partially developed financial policies, procedures, and practices, please answer the remaining questions in this section.

✓ Risk Supplemental Question 8: What insurance coverage does the applicant currently hold, including any risk management or fidelity bonds for board members or employees? If applicant has no current insurance, describe what insurance will be purchased and when.

APPLICANT RESPONSE: SR1 CPSA has commercial general liability, automobile liability, umbrella liability, worker's compensation, and directors and officers.

✓ Risk Supplemental Question 9: What is the applicant's basis of accounting?

☐ Cash ☒ Accrual ☐ Modified ☐ Other

If other, please explain.

APPLICANT RESPONSE: Click or tap here to enter text.

✓ Risk Supplemental Question 10: What software system does (or will) the applicant or its contractor use to record accounting transactions?

APPLICANT RESPONSE: MIP Abilia

✓ Risk Supplemental Question 11: Which statement best describes how the applicant tracks grant funds, including both revenue and expenditures, from a specific source (e.g., federal and non-federal funds, specific grant programs, etc.)?

☒ We track all funds separately by source as a routine practice.

☐ We have the capability to track funds separately by source but only do so when asked by the funder.

☐ We do not have the capability to track funds separately by source and do not do so.

☐ We have never needed to track funds separately, either because we have not yet received funds or because we have only had one source of funds, and we do not yet know if we have the capability.

If the organization has the capability to track funds separately by source, describe how the organization does so and the ease with which the entity can provide reporting on a grant.

APPLICANT RESPONSE: The approved financial operational plan is followed, which aids in the capability to track funds separately by source. SR1 currently manages cooperative agreements and other grant awards at the federal and state level. SR1 uses the accrual method of accounting and ensures the segregation and standards of practice related to the prudent use, management, and stewardship of all current and former funding sources. SR1 adheres to fiscal controls and administrative aspects of performance. Each month, the finance team enters all transactions and the transactions are viewed for accuracy. The financial reports are pulled and monthly in order to ensure each department/program is spending within the allowable limits of each grants.

✓ Risk Supplemental Question 12: How does the applicant ensure that all reporting of grant financial activity is accurate, current, and complete?

APPLICANT RESPONSE: SR1 CPSA follows it approved fianacial plan. SR1 currently manages cooperative agreements and other grant awards at the federal and state level. SR1 uses the accrual method of accounting and ensures the segregation of restricted funds per funding source. SR1 has conformed to all specifications and standards of practice related to the prudent use, management, and stewardship of all current and former funding sources. SR1 adheres to

fiscal controls and administrative aspects of performance. SR1 stays within budget and keep financial systems current and accurate and adhere to Federal and Generally Accepted Accounting Principles (GAAP) requirements and the Code of Federal Regulations.The General Ledger is reconciled monthly.

✓ Risk Supplemental Question 13: Which statement best describes how the applicant's financial statements are internally reviewed for accuracy and approved?

☒ Financial statements, including budgets to actuals, are reviewed and approved by the head of the entity or unit at least monthly and reviewed and approved at least quarterly by a board or other oversight body.

☐ Financial statements, including budgets to actuals, are reviewed and approved by the head of the entity or office at least monthly but not reviewed and approved by a board or other oversight body, either at least quarterly or otherwise.

☐ Financial statements, including budgets to actuals, are reviewed and approved less frequently than monthly by the head of the entity or unit.

☐ Financial statements, including budgets to actuals, are not routinely reviewed or are only reviewed for accuracy through audits.

Please describe the process by which the organization reviews financial statements for accuracy, including budgets to actuals. Describe which staff or contractors are involved.

APPLICANT RESPONSE: Each month, the finance team enters the financial transactions. After all transactions are completed, the Director of Finance, pulls the monthly expense reports per grant to ensure transactional accuracy and financial reporting accuracy. The Director of Finance then pulls the financial statements to review and note preparation to represent to the senior executive leadership.

✓ Risk Supplemental Question 14: Please describe how the organization's financial procedures and internal controls prevent the likelihood of fraud and enable good fiscal stewardship, including preventing duplicate payments or requests for payment, over-obligation of resources, and compliance with cost allowability.

APPLICANT RESPONSE: Expenditures are not booked to any type of grant or funding without proper documentation. In addition, programmatic expenditures require approval prior to payment and application to grants. No one individual has sole access to any or all financial instruments without proper checks and balances. In order to prevent over obligation and duplicate payments, each grant/funding budget is entered into the accounting software. Each month once all transactions are entered, the budget over/under reports are updated and reviewed to ensure each grant/funding and department are within its allowable limits. The Director of Finance sets up all allowable GL items per grant. If the GL item is not allowable to a certain grant, the accounting software will not allow the GL code to be entered to the budget.

✓ Risk Supplemental Question 15: Check the appropriate box below to indicate if the school has written policies and procedures in place related to the following:

Procurement	☒	YES	☐	NO

Payroll and timekeeping	☒	YES	☐	NO			
Travel	☒	YES	☐	NO			
Equipment acquisition and disposal			☒	YES	☐	NO	
Budgeting	☒	YES	☐	NO			
Accounts payable			☒	YES	☐	NO	
Grants accounting			☒	YES	☐	NO	
Indirect cost allocation			☒	YES	☐	NO	
Allowability of costs			☒	YES	☐	NO	
Cash management			☒	YES	☐	NO	
Drawdowns	☒	YES	☐	NO			

✓ Risk Supplemental Question 16: How do you ensure that access and use of the accounting system is limited to appropriate personnel?

APPLICANT RESPONSE: Click or tap here to enter text.

✓ Risk Supplemental Question 17: Who is responsible for assigning roles and/or access to the accounting system?

APPLICANT RESPONSE: Ms. Sophia Griffin, Director of Finance and Administration is responsible for assigning roles and/or access to the accounting system.

✓ Risk Supplemental Question 18: Does the applicant implement segregation of duties between the authorization, custody, and recording functions related to the following processes:

Receipt of cash and assets process ☒ YES ☐ NO

Payroll process ☒ YES ☐ NO

Procurement and disbursement process ☒ YES ☐ NO

If no for any item, please explain why.

APPLICANT RESPONSE: Click or tap here to enter text.

✓ Risk Supplement Question 19: Describe how disbursements are made (i.e., cash, paper checks, electronically), including the approval process.

APPLICANT RESPONSE: Click or tap here to enter text.

If you use paper checks,

Are they pre-numbered? ☒ YES ☐ NO

Do you prohibit the use of checks made to "cash"? ☒ YES ☐ NO

Do you prohibit advance signing of checks? ☒ YES ☐ NO

Are all blank checks secured? ☒ YES ☐ NO

Are voided checks properly canceled and retained ☒ YES ☐ NO

✓ Risk Supplemental Question 20: Do you acquire and maintain documentation to support that staff have been trained on financial policies and procedures?

APPLICANT RESPONSE: Yes

- ✓ Risk Supplemental Question 21: Explain how employees report suspected improprieties or areas of noncompliance?

  APPLICANT RESPONSE: Employees are made aware during orientation and in the employee handbook on the proper way to address and report incidents of various natures including suspicions of improprieties or areas of noncompliance. Employees are directed to report concerns to their direct supervisor, Director of Finance or senior leadership.

- ✓ Risk Supplemental Question 22: What is the applicant's fiscal year?

  APPLICANT RESPONSE: July 1-June 30

- ✓ Risk Supplemental Question 23: In the prior fiscal year, was the applicant or its ESP required to undergo an organizational audit, regardless of whether the audit was federally required?

  ☒ **NO**

  ☐ **YES**

  If yes, please complete the Findings and Questioned Costs questions below.

Findings and Questioned Costs

- ✓ MCSAB Charter Application Questions: Reviewers will assess this aspect of financial risk through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:

  - Financial Plan & Capacity, Financial Plan, Question 3: *Provide, as Attachment 21, your most recent audited financial statements.* **MCSAB APPLICATION**

PAGE NUMBER(S): In our submitted application, an audit was not requried for submission. Attachment 21 for our submitted application was Attachment 21-Budget Narrative. The school will have its first audit for the 2023-2024 year.

- Financial Plan & Capacity, Financial Plan, Question 4: *Discuss any material audit findings for your organization or any school that you operate.* **MCSAB APPLICATION PAGE NUMBER(S):** In our submitted application, an audit was not requried for submission. Attachment 21 for our submitted application was Attachment 21-Budget Narrative. The school will have its for audit for the 2023-2024 year. The organization has not received any material audit findings.
- IF APPLICABLE, ESP Addendum, ESP Track Record, Question 3: *Provide evidence of the financial health of the ESP. Attach as Attachment ESP-1 the most recent independent financial audit report of the ESP and its most recent annual report.* **If not applicable, write "not applicable." MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable

C. <u>Delayed Openings or Failure to Launch</u>

These questions pertain to any previous schools by the applicant. Applicants seeking an expansion award for a school that is already open, or new developers with only the applicant school, should mark not applicable.

Has the applicant ever had, or does the applicant currently have, schools with delayed openings, including those which received permission from an authorizer to delay the opening?

☐ **NO** ☒ **NOT APPLICABLE**

☐ **YES**

If yes, please complete the questions below.

✓ Risk Supplemental Question 24: Please list all approved schools in any state that had or currently have openings delayed beyond the opening date listed in the original charter or charter application, including any schools granted a formal delay, even if those schools have since opened. Explain the reasons for these delays and the current timeline for launch for each school that has not yet opened.

APPLICANT RESPONSE: Not Applicable

✓ Risk Supplemental Question 25: Does the applicant have any schools that were approved but never opened because the charter expired or was relinquished due to delays or other reasons? Did the applicant receive and spend CSP funds on any of these never-opened schools? Answer these questions below (even if the answer is "no"), list any applicable schools, and provide an explanation.

APPLICANT RESPONSE: Not Applicable

D. Past Performance

The questions in this section pertain to new school applicants with other operating charters of any age or replication or expansion applicants. New school applicants with no operating charter schools should skip this section.

FOR NEW SCHOOL APPLICANTS WITH OTHER OPERATING CHARTERS ONLY:

- ✓ MCSAB Charter Application Questions: Reviewers will assess whether new school applicants with other operating charter schools have a history of performance issues through the submitted MCSAB charter application. Please provide the page number(s) from the MCSAB charter application for each MCSAB question below, reprinted verbatim for ease of identification:
  - Operations Plan & Capacity, Performance Track Record, Question 1: *Provide, as Attachment 10, a summary of the applicant's complete current and historical portfolio of schools. Prepare your submission using the template provided by the MCSAB.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable. Was not submitted with application.
  - Operations Plan & Capacity, Performance Track Record, Question 2: *Select a consistently high-performing school from the organization's portfolio, and discuss its performance. Be specific about the results which provide the basis for judgment that the school is high performing. Include student achievement status, growth, absolute, and comparative academic results, as available.*

a. *Discuss the primary causes of the school's distinctive performance.*

b. *Discuss any notable challenges that the school has overcome to achieve these results.*

c. *Identify any ways in which this school's success has informed or affected how other schools in the portfolio have performed.*

d. *Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.*

MCSAB APPLICATION PAGE NUMBER(S): Not Applicable. Was not submitted with application.

- Operations Plan & Capacity, Performance Track Record, Question 3: *Discuss a school with relatively low or unsatisfactory performance. Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, available.*

a. *Describe the primary causes of the school's problems.*

b. *Explain the specific strategies that are being employed to improve performance.*

c. *How will you know when performance is satisfactory?*

d. *What are the expectations for satisfactory performance in terms of performance levels and timing?*

MCSAB APPLICATION PAGE NUMBER(S): Not Applicable. Was not submitted with application.

- Operations Plan & Capacity, Performance Track Record, Question 4: *List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable. Was not submitted with application.
- Operations Plan & Capacity, Performance Track Record, Question 5: *List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain the causes of each occurrence.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable
- Operations Plan & Capacity, Performance Track Record, Question 6: *Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were/are being resolved.* **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable. Was not submitted with application.
- Operations Plan & Capacity, Performance Track Record, Question 7: *Identify all current or past litigation, including arbitration proceedings, by school,*

involving the organization or any schools it operates. If applicable, provide as Attachment 11 (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation. **MCSAB APPLICATION PAGE NUMBER(S):** Not Applicable. Was not submitted with application.

FOR REPLICATION AND EXPANSION APPLICANTS ONLY:

Replication applicants must show that the school model seeking to replicate is "high quality." Similarly, expansion applicants must show that the school seeking to expand is "high quality." Replication applicants should answer the questions below based on the school or schools with the same school model in their portfolio seeking to replicate (i.e., if they are seeking a CSP subgrant for a charter serving grades 5-8, they must show their middle school or schools serving these grades is high quality). Expansion applicants should answer based on the school seeking to expand.

✓ Risk Supplemental Question 26: Provide evidence that the school has/schools have strong academic results, which may include strong student academic growth, on a state or nationally recognized assessment. Expansion applicants must show evidence the school had strong academic results for at least three years.

APPLICANT RESPONSE: Not Applicable

- ✓ Risk Supplemental Question 27: Provide evidence that the school has/schools have no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

  APPLICANT RESPONSE: Not Applicable

- ✓ Risk Supplemental Question 28: Provide evidence that the school has/schools have demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school.

  APPLICANT RESPONSE: Not Applicable

- ✓ Risk Supplemental Question 29: Provide evidence that the school has/schools have demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. Expansion applicants must show this evidence for at least three years.

  APPLICANT RESPONSE: Not Applicable

SECTION III: ASSESSMENT OF OVERALL SCHOOL PLAN QUALITY

Reviewers will read the applicant's full MCSAB charter application to score this section. The score will be based on the coherence and detail of the plan, the likelihood of proposed leadership team's success, the likelihood the school will result in academic gains for children, and the reasonableness of the budget. Please see the rubric for more detail about how this section will be scored. **Applicants do not need to submit additional information** for this section unless otherwise requested by Mississippi First during review.

SECTION IV: COMPETITIVE PRIORITIES

Applicants may earn competitive preference points for meeting the priorities listed in this section. Applicants will only receive the total number of points corresponding to a priority category if there are multiple ways to meet the priority—i.e., an applicant proposing a turnaround school in an LEA with multiple schools identified for comprehensive support and improvement under ESEA will receive a total of 6 points for meeting the "charter schools with other diverse models" priority. Applicants meeting multiple priorities will receive points for each priority—i.e., a charter high school in a rural area will receive a total of 18 points (10 points for charter high school; 8 points for rural school). Applicants must check **at least one box per priority.**

A. Charter high schools [(1)(xiii)]—10 POINTS

- ✓ Check the appropriate box below to indicate if the applicant is proposing a high school (i.e., a school which will at least serve grades 10-12 or, if the school's

instructional model is competency-based or dropout prevention-focused, provide students a pathway to a standard Mississippi high school diploma).

☐ **Applicant is proposing a high school**

☒ **Not applicable**

B. <u>Rural charter schools [(7)]—8 POINTS</u>

✓ Check the appropriate box below to indicate if the applicant is proposing to locate their school in a rural area. A rural area is defined as an area with a "town" or "rural" locale code according to the National Center for Education Statistics.

☒ **Applicant is proposing a rural school**

☐ **Not applicable**

C. <u>Charter schools with other diverse models [(7)]—6 POINTS</u>

✓ Check the appropriate box or boxes below to indicate if the applicant is proposing any of the following models:

☐ **Applicant is proposing a conversion charter school**

☐ **Applicant is proposing a turnaround school (closure/restart)**

☐ **Applicant is proposing a special model for at-risk students such as a drop-out prevent school**

☐ **Applicant will be locating in an LEA with multiple schools identified for comprehensive support and improvement under ESEA**

☒ **Not applicable**

D. Educator-led and community-centered charter school models [(3)(iii)(A-B)]—6 POINTS

✓ Check the appropriate box below to indicate if the applicant is proposing a school that features meaningful and ongoing engagement with current or former teachers and other educators using a community-centered approach that includes an assessment of community assets.

☐ **Applicant is proposing an educator-led and community-centered charter school model**

☒ **Not applicable**

Applicants proposing to meet this priority must answer the following questions:

- Question 1: Please provide a copy of the community asset map or assessment on which this application is based.

  ☐ **Community asset map or assessment attached**

- Question 2: Please explain how community assets as described in the submitted map or assessment informed the development of the charter school.

  APPLICANT RESPONSE: Not Applicable

- Question 3: Explain what protocols and practices the applicant will implement to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.

  APPLICANT RESPONSE: Not Applicable

- Question 4: Please submit a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

  ☐ **Timeline attached**

SECTION V: ASSURANCES—REQUIRED FOR ELIGIBILITY

Subgrantees must sign the assurances attesting that they will abide by all CSP grant and subgrant requirements. Applicants must attach the signed assurances in the order specified in the checklist. A copy of the assurances is in the file labeled "Request for Application Information_Mississippi First."

CHARTER SCHOOL PROGRAM SUBGRANT GRANT ASSURANCES

Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), includes funds distributed to state entities from the U.S. Department of Education through the Charter Schools Program ("CSP," ALN 84.282A) to provide subgrants to eligible applicants for the purpose of opening new charter schools, and replicating and expanding high-quality charter schools.

By accepting this CSP subgrant, the subgrantee agrees it will

1) Sign a subgrant agreement before submitting expenses for reimbursement;
2) Use funding for activities related to opening new charter schools or replicating and expanding high-quality charter schools, as described in Section 4303(b)(1) and 4303(h) of the ESEA;
3) Perform the activities promised in the subgrant application submitted to Mississippi First;
4) Exercise proper stewardship of all federal funds;
5) Comply with applicable federal regulatory and programmatic requirements as well as all applicable policies, procedures, monitoring, and reporting requirements of Mississippi First;
6) Abide by federal nondiscrimination laws and policy applicable to charter schools;
7) Provide documentation substantiating appropriate expenditure of all funds received.

The subgrantee further agrees to abide by the following specific provisions:

<u>Provisions pertaining to accounting practices</u>

The school assures that it has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

The school further assures it will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to Mississippi First for costs related to this grant.

Provisions pertaining to for-profit education service providers (ESPs)

Mississippi law requires all charter schools and CMOs to be nonprofit organizations. Both Mississippi law and the Mississippi charter contract allow for-profit ESPs, but ESPs may not provide comprehensive management services unless they are nonprofit.

In light of these circumstances, the school assures that it has not and will not enter into a contract with a nonprofit CMO operated by or on behalf of a for-profit entity or a for-profit ESP under which the CMO or ESP, or its related entities, exercises full or substantial administrative control over the charter school and, thereby, the CSP project.

The school further assures that any management contract between the charter school and a for-profit ESP guarantees or will guarantee that-

(1) The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the grant or subgrant;
(2) The contracted ESP does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with an ESP for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food or payroll services) and that otherwise comply with statutory and regulatory requirements;
(3) The charter school's governing board has access to financial and other data pertaining to the charter school, the ESP, and any related entities; and
(4) The charter school is in compliance with applicable federal and state laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the ESP.

The school assures that will post on its website, on an annual basis, a copy of any contract between the charter school and a for-profit ESP and report information on such contract to Mississippi First, including-

(1) A copy of the existing contract with the for-profit ESP or description of the terms of the contract, including the name and contact information of the ESP, the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP

funds proposed to be used toward such costs, and the percentage such cost represents of the charter school's total funding, the duration, roles and responsibilities of the ESP, the steps the charter will take to ensure that it pays fair market value for any services or other items purchased or leased from the ESP, and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant or subgrant in accordance with 34 CFR 75.701 and 76.701;

(2) A description of any business or financial relationship between the charter school developer or ESP, including payments, contract terms, and any property owned, operated, or controlled by the ESP or related individuals or entities to be used by the charter school;

(3) The names and contact information for each member of the governing boards of the charter school, and a list of ESP's officers, chief administrator, and other administrators, and any staff involved in approving or executing the ESP contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.31*B(c);* and

(4) A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close.

Provisions pertaining to open records and public meetings

The school assures that it will comply with the Mississippi Open Meetings Act and the Public Records Act as required by Mississippi statute (Miss. Code Ann. § 37-28-45(6)(a-b)).

Provisions pertaining to enrollment disclosures

The school assures that it will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program).

Provisions pertaining to public hearings

The school assures it will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socio-economic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socio-economic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided it meets the requirements above.

Provisions pertaining to expenditure of planning and implementation funds

The school assures will not use any implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources.

Provisions pertaining to applicable federal regulations

The school acknowledges, and agrees to abide by, federal regulations applicable to this program, including 2 CFR part 200, 2 CFR 3474, 2 CFR 3485, and the Education Department General Administrative Regulations in 34 CFR parts 75, 77, 81, 82, 84, 86, 97, 98, and 99; and agrees to abide by relevant regulations.

Provisions pertaining to public transparency

The school acknowledges that Mississippi First will post the following information about the school on the Mississippi First CSP webpage:

(1) The school's name, address, and grades served.
(2) A description of the school's educational model.
(3) If the school has contracted with a for-profit ESP, the name of the ESP, the amount of CSP funding the ESP will receive from the school, and a description of the services to be provided.
(4) The award amount, including any funding that has been approved for the current year and any additional years of the CSP grant for which the school will receive support.
(5) The subgrant application (redacted as necessary).
(6) The peer review materials, including reviewer comments and scores (redacted as necessary) from the subgrant competition.

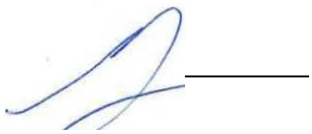
The school further agrees to make publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, on the website of the school information to help parents make informed decisions about the education options available to their children, including information on the following:

(1) The school's educational program;
(2) Student support services;
(3) Parent contract requirements (as applicable), including any financial obligations or fees;
(4) Enrollment criteria (as applicable); and
(5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (4303(f)).

Provisions pertaining to post-award review

The school acknowledges that Mississippi First will undertake a secondary review of application materials to ensure that the applicant meets all CSP requirements prior to award finalization. The school further acknowledges that it must have a signed sub-agreement before the subgrant is final.

26/07/24



06/07/24

Applicant Representa 1ve Authorized Signature

Date

Ledora Harris <[redacted]>

SR1 CPSA

2 messages

Ledora Harris <[redacted]> Tue, Jun 4, 2024 at 1:31 PM
To: [redacted]
Cc: [redacted]

Hello Dr. Karmacharya,

Hope your day is going well.

I want to inform you that SR1 CPSA plans to submit a CSP grant to Mississippi First.

Thank you,

Ledora

Karmacharya , Lisa 8 <[redacted]> Tue, Jun **4,**2024 at2:17 PM
To: Ledora Harris <[redacted]>
Cc: '[redacted]' <[redacted]> '[redacted]' <[redacted]>
'[redacted]' <[redacted]> '[redacted]' <[redacted]>

Dr. Harris,

Thank you for letting us know.

Respectfully,

Lisa

Dr. Lisa Karmacharya
Executive Director
Mississippi Charter School Authorizer Board
[redacted]
239 N Lamar Street
Suite 207
Jackson, MS 39201
www.charterschoolboard.ms.gov

From: Ledora Harris <[redacted]
Sent: Tuesday, June 4, 2024 1:31 PM
To: Karmacharya , Lisa B <[redacted]
Cc: [redacted] <[redacted] [redacted] <[redacted]
[redacted] <[redacted] [redacted] <[redacted]
Subject: SR1 CPSA

Hello Dr. Karmacharya,

Hope your day is going well.

I want to inform you that SR1 CPSA plans to submit a CSP grant to Mississippi First.

Thank you,

Ledora

CSP SUBGRANT BUDGET FORM

SUMMARY

Note: This form is a replica of the U.S. Department of Education's ED524. Not all categories will apply to subgrantees. Budgets must still conform to allowable cost principles.

Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	TOTAL
1. Personnel	$0	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0	$0
4. Equipment	$149,538	$0	$0	$0	$0	$0
5. Supplies	$60,462	$0	$0	$0	$0	$0
6. Contractual	$90,000	$0	$0	$0	$0	$0
7. Construction	$0	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$0	$0	$0	$0	$0	$0
10. Indirect Costs*	$0	$0	$0	$0	$0	$0
11. Training Stipends	$0	$0	$0	$0	$0	$0
12.Total Costs (lines 9-11}	**$300,000**	**$0**	$0	**$0**	**$0**	**$0**

***Indirect Cost Information**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ YES ☐ NO
2) If yes, please provide the following information:

   a. Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy) From: Click or tap to enter a date. To: Click or tap to enter a date.

   b. Approving Federal agency ☐ ED ☐ Other (please specify): Click or tap here to enter text.

3) For Restricted Rate Program (check one)-Are you using a restricted indirect cost rate that

   ☐ Is included in your approved Indirect Cost Rate Agreement? OR ☐Complies with 34 CFR 76.564(c)(2)?

BUDGET FORM: IMPLEMENTATION FUNDS

Note: Applicants may only use implementation funds after they have an executed contract and an executed facility agreement.

Budget Category	Project Vear 1	Project Vear 2	Project Vear 3	Project Vear 4	Project Vear 5	TOTAL
1. Personnel	$0	$0	$0	$0	$0	$0
2. Fringe Benefits	$0	$0	$0	$0	$0	$0
3. Travel	$0	$0	$0	$0	$0	$0
4. Equipment	$149,538	$0	$0	$0	$0	$0
5. Supplies	$60,462	$0	$0	$0	$0	$0
6. Contractual	$90,000	$0	$0	$0	$0	$0
7. Construction	$0	$0	$0	$0	$0	$0
8. Other	$0	$0	$0	$0	$0	$0
9. Total Direct Costs (lines 1-8)	$0	$0	$0	$0	$0	$0
10. Indirect Costs*	$0	$0	$0	$0	$0	$0
11. Training Stipends	$0	$0	$0	$0	$0	$0
12.Total Costs (lines 9-11)	**$300,000**	**$0**	**$0**	**$0**	**$0**	**$0**

*Answer indirect cost questions on the summary page

SR1 CPSA CSP Subgrant Budget Narrative—YEAR 1

SR1 CPSA requests a five-year grant award **totaling $1,500,000**. In Year 1 (ending September 30, 2025), the grant will be for $300,000.

**Please note "CSP Year" aligns with a school's grant years, not its launch year (Year 0, etc.) or the school year. Because CSP is a federal grant, the grant year is October-September.*

SUMMARY

Budget Categories	**CSP Year 1 2024-2025**
Personnel	$0.00
Fringe	$0.00
Travel	$0.00
Equipment	$149,538
Supplies	$60,462
Contractual	$90,000
Construction	$0.00
Other	$0.00
Total Direct	$300,000
Indirect Costs	$0
Stipends	$0
Total Costs	$300,000

Annual Allocation by Category

Planning funds may not be spent after 18 months from the date of the award or after school opens and state and local funds are available, whichever comes first. Implementation funds may not be spent until the school has a charter AND a facility contract. ***Planning and implementation funds may be spent concurrently in the first year of a CSP award, prior to school launch.***

Category	CSP Year 1
Planning	$0.00
Implementation	$300,000
TOTAL	$300,000

DIRECT COSTS

PERSONNEL **$0.00**

Not Applicable. SR1 CPSA is not requesting personnel as it is only allowable during the planning period.

FRINGE **$0.00**

Not Applicable. SR1 CPSA is not requesting fringe as it is only allowable during the planning period.

TRAVEL **$0.00**

EQUIPMENT **$149,538**

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit or total acquisition cost of bulk purchase

which equals or exceeds the lesser of $5,000 or the capitalization level established by the school for financial statement purposes. Equipment is almost always considered an implementation cost.

SR1 CPSA requests a total of $149,538 for equipment.

Equipment	Planning	Implementation	TOTAL
Bus (1)		$60,350	$60,350
Digital Whiteboards (4)		$15,188	$15,188
Active Learning Furniture		$74,000	$74,000
TOTAL	$0	$149,538	$149,538

Bus- The school bus will enable SR1 CPSA 's transportation's department to meet the needs of the growing student population and provide safe and efficient transportation services for the students we serve. Estimated 1 bus x $127,000 per unit. Requesting $60,350 towards the one unit.

Digital Whiteboard- SR1 CPSA will purchase two digital whiteboards to accommodate its student growth while maintaining a robust, engaging learning environment with a STEM focus. Estimated one (1) digital whiteboard at $3,797 per unit. Four (4) digital whiteboards x $3,797 per unit= $15,188.

Active Learning Furniture-As SR1CPSA student population continues to grow, the purchase of additional student furniture will enable SR1CPSA to continue to support its student base by providing the proper active learning furniture to enhance the STEM learning environment. Twenty (20) Cascade Mega-Case Cubby-Open, 6 Cubbies with casters x $885 (per unit) =$17,700; Eighty (80) student interchange wing desks with casters x $320 (per unit) = $25,600; Eighty (80) student flavor chairs with casters x $115 (per unit) = $9,200; Six (6) Cascade Teacher Desk-Single Bullet Box/Box/File with Sit and Stand mobile instructional stand x $2,500 (per unit)= $15,000; Five (5) Cascade End Panels with Pegboard Mega Case Open, 15 - 3" Totes Frame and Peg Board Platnium x $1,300 = $6,500 Total amount $74,000

SUPPLIES **$60,462**

Supplies include all tangible personal property other than those described in the definition of Equipment. ***An item is a supply if the acquisition cost of an item or the bulk purchase is less than the lesser of $5,000 or the capitalization level established by the school for financial statement purposes.*** *Supplies may include planning and implementation expenses; however, any supplies for school operations are implementation expenses ONLY. Only one-time, start-up costs are allowable; consumable supplies or subscriptions (e.g., workbooks, software licenses) are only allowed as a one-time, start-up cost and may only be charged each year if necessary for the start-up related to a growth in student population.*

SR1 CPSA requests a total of $60,462 for supplies, in in implementation.

Supplies	**Planning**	**Implementation**	**TOTAL**
Student Computing Devices		$27,056	$27,056
Student Computing Devices Security & Safety Storage		$8,406	$8,406
School/Office Supplies		$25,000	$25,000
TOTAL		$60,462	$60,462

Implementation

✓ We plan to purchase the following items for Year 1 implementation of the grant:

Student Computing Devices- SR1 CPSA is working towards the goal of one-to-one-student computing devices to support its robust STEM infused learning environment. Estimated 75 student computing devices x 360.75 (per unit) = $27,056.

Student Computing Devices Security and Safety Storage- SR1 CPSA is working towards the goal of one-to-one-student computing devices to support its robust STEM infused learning environment. These devices need to be protected from damage and theft. Estimated 2 student computing devices storage (with safety storage covers) x $4,203 (per unit) = $8,406.

School & Office Supplies-SR1CPSA will utilize school supplies to support student learning and classroom materials (i.e. lab supplies, pencils, paper, folders, readers, sight word cards, crayons, printed learning material, etc) and office supplies (i.e student cumulative folders, copy paper, etc) Estimated spending $111.12 in supplies per student. 225 students x $111.12 = $25,000

CONTRACTUAL **$90,000**

Contractual items include both planning and implementation items. Implementation items MUST

NOT include recurring operational costs.

Summary

SR1 CPSA proposes to spend $90,000 on contractual services for Year 1.

Contract Purpose	Planning	Implementation	Total
Facilities		$60,000	$60,000
Learning Curriculum		$30,000	$30,000
TOTAL		$90,000	$90,000

✓ CSP Year 1 Implementation:

Facilities- SR1 CPSA will use to provide a safe, centrally located temporary school location in Canton, MS. $60,000 annual= $60,000

Learning Curriculum- Learning curriculum to ensure students meet mastery in math and language arts at/above grade level. 75 students x $400 per student= $30,000

CONSTRUCTION

SR1 CPSA is not requesting any construction costs.

OTHER

SR1 CPSA is not requesting "other" costs.

INDIRECT

SR1 CPSA is not requesting indirect costs.

STIPENDS

SR1 CPSA is not requesting any stipends (e.g., general living expenses).

MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

Pursuing Excellence Through Options

April 17, 2024
Dr. Ledora Harris, Ed. D.
SR1 College Preparatory & STEM Academy
369 Towne Center Blvd, Suite A
Ridgeland, MS 39157

CERTIFIED MAIL,
RETURN RECEIPT REQUESTED
and via email

Re: SR1 CPSA Revocation Review Update - Notice of Concern

Dear Dr. Harris:

The Mississippi Charter School Authorizer Board ("MCSAB") has a responsibility to monitor the performance and legal compliance of all charter schools it oversees. In that regard, at the October 20, 2023, MCSAB meeting the MCSAB voted that due to extremely low enrollment and numerous concerns regarding the organizational and financial health of SR1 College Preparatory & STEM Academy ("SR1 CPSA"), MCSAB placed SR1 CPSA at Level 3 - Revocation Review on the Intervention Ladder of the Mississippi Charter School Performance Framework.

At the April 8, 2024 MCSAB meeting, based on the documents and information presented by SR1 CPSA, the MCSAB determined to move SR1 CPSA from Level 3 - Revocation Review to Level 1 - Notice of Concern on the Intervention Ladder. As a result, please be advised that SR1 CPSA has entered Level 1 of the Intervention Ladder.

Pursuant to the Charter Contract, SR1 is obligated to enroll 225 students for the School Year ("SY") 2024-2025. At this time, SR1 has indicated that 150 students are committed for SY 2024-2025. Additionally, SR1's proposed annual budget indicates an increase in debt or at the minimum uncertainty as to revenue options. Further, the proposed annual budgets all indicate full funding of MAEP.

In order to remedy this Notice of Concern and return to good standing, SR1 CPSA must:

- Provide an updated spreadsheet summarizing the following information for the total number of students for SY 24-25: home school district, the name and grade level of each eligible student, signed letter of commitment, with an indication of whether the parents have provided necessary documents for enrollment including the child's birth certificate, proof of residency, and immunization records.
- Provide an email update on whether any debt has been incurred by SR1 CPSA.
- Cause appropriate staff to work with MCSAB staff to set up and accomplish a school tour prior to September 15, 2024.

The updates on the spreadsheet and report on whether SR1 CPSA has incurred any debt should be sent to MCSAB staff via email by close of business on June 3, 2024, July 8, 2024, and September 23, 2024.

At the June 10, 2024, July 15, 2024, and September 30, 2024 board meetings, MCSAB will consider the information that has been provided by SR1 CPSA. Should circumstances deem it warranted, SR1 CPSA may be returned to Level 3: Revocation Review on the Intervention Ladder at any time.[1]

Please feel free to reach out with any questions or concerns.

Sincerely,

Dr. Lisa Karmacharya
Executive Director

[1] Miss. Code Ann. §§ 37-28-31(1), 37-28-33(7).

MISSISSIPPI
CHARTER SCHOOL
AUTHORIZER BOARD

Pursuing Excellence Through Options

December 20, 2023

Dr. Ledora Harris, Ed. D.
SR1 College Preparatory & STEM Academy
369 Towne Center Blvd, Suite A
Ridgeland, MS 39157

CERTIFIED **MAIL,**
RETURN RECEIPT REQUESTED
and via email

Re: SR1 CPSA Revocation Review Update

Dear Dr. Harris:

As you know, the Mississippi Charter School Authorizer Board (MCSAB) decided at its December 11, 2023 board meeting to continue the revocation review process of SR1 College Preparatory & STEM Academy (SR1 CPSA) until its March 11, 2024 board meeting.

No later than close of business on March 4, 2024 SR1 CPSA must provide the following:

- Evidence of current enrollment for SY24. Evidence should be provided via an official MSIS report.
- Signed letters of commitment providing evidence that parents or guardians intend to enroll their eligible child or children at SR1 CPSA for SY24-25. These letters should include information that prove the eligibility of each child by including the student's home address, home school district, age and grade level.
- Bank statements showing deposit of any monies acquired from fundraising.
- Any letters of support from donors willing to pledge funds that include a specified dollar amount and a specified time by which pledged funds will be donated.

At this time, the board is requiring SR1 CPSA to have a minimum of 100 students enrolled in the 2023-24 school year or committed for the 2024-25 school year and have made progress via fundraising to close the probable funding gap.

At the March 11, 2024 board meeting, MCSAB will consider all the information provided and determine next steps for the revocation review.

Please feel free to reach out with any questions or concerns.

Sincerely,

Dr. Lisa Karmacharya
Executive Director

MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

Pursuing Excellence Through Options

March 18, 2024

Dr. Ledora Harris, Ed. D.
SR1 College Preparatory & STEM Academy
369 Towne Center Blvd, Suite A
Ridgeland, MS 39157

CERTIFIED MAIL,
RETURN RECEIPT REQUESTED
and via email

Re: SR1 CPSA Revocation Review Update

Dear Dr. Harris:

As you know, the Mississippi Charter School Authorizer Board (MCSAB) determined at its March 11, 2024 board meeting to continue the revocation review process of SR1 College Preparatory & STEM Academy (SR1 CPSA) until its April 8, 2024 board meeting.

No later than close of business on April 3, 2024, SR1 CPSA must:

- Provide evidence of an additional Thirty-Six (36) signed letters of commitment providing evidence that parents or guardians intend to enroll their eligible child or children at SR1 CPSA for SY24-25. These letters must include information that prove the eligibility of each child by including the student's home address, home school district, age, and grade level.
- Complete and submit a spreadsheet summarizing the following information for the total number of students for SY 24-25: home school district, the name and grade level of each eligible student, signed letter of commitment, with an indication of whether the parents have provided necessary documents for enrollment including the child's birth certificate, proof of residency, and immunization records. An example follows:

Home School District	Name	Grade	Signed Letter of Commitment	Birth Certificate	Proof of Residency	Immunization Records	Fully Enrolled	Notes
Canton	Student A	K	Yes	No	No	Yes	No	

- Submit bank statements for SR1 CPSA for the months of July 2023 through February 2024.
- Submit an updated budget for SY 2024-2025 using the Annual Budget Template (see attached). Utilizing the 'Comments/Assumptions' column, please name all revenue sources that make up the total amount budgeted per line item. (Examples: donors, specific grant funds, restricted funds.)
- Submit any letters of support from donors willing to pledge funds. Letters must include a specified dollar amount and a specified time by which pledged funds will be donated. If

239 N. LAMAR STREET, SUITE 207, JACKSON, MS 39201 • [redacted]

funds are donated for multiple years, the letter should include the amount for each year. If funds are included in current budget, please note.

At the April 8, 2024 board meeting, MCSAB will consider all the information provided and determine next steps for the revocation review. As a reminder, public decorum during MCSAB's board meetings is our expectation. To answer any questions that may arise during the board's discussion, please be prepared along with one other representative from the school.

Please feel free to reach out with any questions or concerns.

Sincerely,

Dr. Lisa Karmacharya
Executive Director

MCSAB Financial Report FY

Date of Submission	Budget for Current Fiscal Year
School Name	
Student Enrollment	

ITEM	**MS** Accounting Codes **for School Districts**	**School Budget**	**Convnents / Assumptions**
Revenues			
REVENUES FROM LOCAL SOURCES			
Ad Valorem Taxes from Local Governmental Unites	1120		
Other Taxes	1190		
Revenue in lieu of Taxes	1210		
Transoortation Fees	1410-1440		
Eaminos on Investments	1510-1540		
Food Service (Income from Mealsl	1611-1640		
Student Activities	1710-1799		
Revenue from Communitv Services Activities	1800-1850		
Conbibutions and Donations	1920		
Other <Ex.dude Amounts on Lines 7[redacted]	[redacted]1999		
TOTALREVENUESFROIILOCALSOURCES		0	
REVENUES FROM STATE SOURCES			
Unresb'icted Grants-In-Aid			
MAEP and Per Caoita	3150		
other Unrestricted Revenues	3190-3199		
Restricted Grants-In-Aid	3210-3299		
TOTAL REVENUE FROM STATE SOURCES		0	
REVENUES FROM FEDERAL SOURCES			
Unresbicted Grants-In-Aid Direct from the Federal Government			
E-Rate	4120		
Imoact Aid - Maintenance and ooeration	4130		
Other Unresb'icted Grants - Direct	4190-4199		
Restricted Grants-In-Aid Direct from the Federal Govemmenl			
Impact Aid -Conslruction (P.L. 81-l!15)	4310		
Other Restricted Grants- Direct	4390		
Charter School ProQram Grant	4399		
Restricted Grants-In-Aid from Federal Govt throuah the State			
TiHe III - Language Inslruction for LEP & Immigrant	4403		
TiHe I	4405		
Miarant Education	4406		
School Improvement Grants- CFDA #84.377A	4407		
State Assessments - Federal oroaram funds allowed under CFDA #[redacted]	[redacted]		
me V1	4410		
Title V-A - Innovative Proorams	4414		
Social Services CFDA[redacted]	[redacted]		
Special Education	4420		
Adult Education	4430		
Career and Technical Education	4435		
TiHe IV	4440		
Technol=• Literacv Challenae	4445		
USDA Reimbursement- School Breakfast Proaram	4451		
USDA Reimbursement- National School Lunch Program (indudes Fruits and Vea)	4452		
USDA Reimbursement- Summer Food Service Program	4453		
Donated Commodities	4454		
Extended Oay Reimbursement	4455		
FOG Homes Pass-Through Funds	4456		
FOG Homes Administrative Funds	4457		
Title II	4460		
Workforce Investment Act <W1AI	4470		
Education for Homeless Children and Youth mt1e X-CJ	4473		
CDC-Comprehensive School Health	4474		
21st Cenb.Jrv Federal program allowed under CFDA # 84287	4475		
Class Size Reduction	4476		
Restricted CARES Funds	4477		
Refund of Prior Year's Expenditures - Federal O,lv	4479		
Other Resbicted Grants-In-Aid	4480-4499		
TOTAL REVENUES FROM FEDERAL SOURCES		0	
OTHER FINANCING SOURCES (Provide Detail)			
	6100-6975		
TOTAL REVENUES FROM OTHER FINANCING SOURCES		0	
TOTAL REVENUES		0	
Exoenditures			
SALARIES,.. 100 Series!			
Teachers and Professional Personnel	111		
Instrulional Aides and Assistants	112		
Clerical	113		
Other Emolovees	114-119		
Substitute Teachers	121		
Part-Time Personnel	122		
Other Temporary Emplovees	123-129		
Overtime Salaries	131-139		
Comoensated Absences Pavments	151-170		
Performance Based Salarv Incentives	171		
Other Salarv Incentives (Excludes Amounts on Lines 83-92)	172		

TOTAL **SALARES**		0	
EMPLOYEE BENEFITS n ct **200 Sertesl**			
Grouo Health Insurance	210		
Grouo Ufe Insurance	215		
Social Security Contributions	220		
Retirement Contributions	230		
Unemolovment Contributions	240		
Tuition Reimbursement	250		
Workmen's Compensation	260		
Health Benefits	270		
Other Emolovee Benefits CExdudes Amounts on Lines 98-105)	291-299		
TOTAL EMPLOYEE BENEFITS		0	
PURCHASED PROF. & TECH. SERVICES" ...a.ct 300 Series!			
Official / Administrative Services	310		
Professional/ Educational Services	320		
Curriculum Imorovement Educational Consultants Services	321		
Counselina and Guidance Services	322		
Other Professional/ Educational Services	323-329		
Manaaement Comoanv Services	323		
Medical Ooc1ors	331		
Lawvers	332		
Architects	333		
Accountants	334		
Auditors	335		
Nurses	336		
Other Professional Services	337-339		
Data Processina Services	341		
Purchasina Services	342		
Warehousina Services	343		
Other Technical Services fExdudes Amounts on Lines 109-124l	344-349		
TOTAL PURCHASED PROF. & TECH. SERVICES		0	
PURCHASED PROPERTY SERVICES """"•ct 400 Series!			
Water&Sewer	411		
Elecincitv	412		
Natural GasJProoane	413		
Telephone	414		
Other Utililv Services	41 19		
Custodial Services	421		
Lawn Care	422		
Waste Olsoosal	423		
Other CteaninQServices	424-429		
Repairs and Maintenance Services	431-439		
Rental or Land and Buildinas	441		
Rental of Equioment	442		
Other Rentals	443-449		
Construction Services	450		
Other Purchased Prooertv Services	490		
TOTAL PURCHASED PROPERTY SERVICES		0	
OTHER PURCHASED SERVICES" -ct 500 Sertesl			
Sb.Jdent Transoortation Services	510		
Insurance (Procertv, Liabilitv, Fleet, etc.)	520-529		
Postal Services	530-539		
Advertisin!l	540		
Printinc and Bindinc	550		
Food Service Manacement	570		
Travel and Per Diem	580		
Other Purchased Services	590		
TOTAL OTIIER PURCHASED SERVICES		0	
SUPPLIES - ct 800 Serteol			
General SuDDlies	610		
Software	611		
Transoortation Suoolies	620-629		
Gas ad Oil	630-639		
Food	641-649		
Tex1books	651		
Books and Periodicals {Not textbooks}	652-659		
Resale Items	661-669		
TOTAL SUPPLIES		0	
PROPERTY n ct 700 Seriesl			
Land	710		
Buildin!ls	721-725		
BuildinQImprovements	728-729		
Comouter Eauloment (cost or value less than 5,0001	731		
Comooter Eauloment (cost or value 5,000 and above)	733		
Office Furntture and EaulDment {cost or value less than 5,0001	735		
Office Furniture and Eauioment Icost or value 5,000 and above\	737		
Internet Connectivitv Eauioment *Icost* or value less than 5 000\	738		
Internet Connectivity Equioment (cost or value 5,000 and above}	739		
Non-Caoitalized Prooertv	740		
Improvements Other than Buildings (cost or value less than 25,000)	751		
Imorovements Other than Bui1dinos *<cost* or value 25,000 and above\	753		
Leased Property Under Capital Leases	755-768		
Buses {cost *or* value less than 5,000}	773		
Buses (castor value 5,000 and above)	774		
Mobile EQuioment	775-776		
Depreciation	790		
TOTAL PROPERTY		0	
OTIIER OBJECTS , ct 800 Series)			
Dues and Fees	810		
Judgements and Claims AQainst LEA	820		
Interest	830		
Other	840-890		
TOTAL OTIIER OBJECTS		0	

OTHER USES OF FUNDS" ---c1**900 Series!**			
	990		
TOTAL OTHER USES OF FUNDS		0	
TOTAL **EXPENDITURES**		0	
Excess (Deficiency) of Revenues over Expenditures		0	
Fund Balance From Prior Year			
Fund Balance at End of Current Period		0	

Proposal Cover Sheet (New and Existing Operators)

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: SR1

Primary contact person: Tamu Green

Mailing address

Street/PO Bo [redacted]

City: Rid

Phone Nu

Email:

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

Full Name	Current Job Title and Employer	Position with Proposed School
Gregory Tamu Green	President/CEO- SR1	Executive Director
Dorlisa Hutton	COO-SR1	Director of Operations
Shirley Nichols, PhD	Educational Consultant-Self Employed	Academic Specialist

Do any of the following describe your organization, or the school/campuses proposed here?

- ___ Seeks approval for multiple campuses under a single charter.
- ___ Already operates schools elsewhere in the US.
- ___ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider: _____

- ___ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant meets the definition of an existing operator, the applicant must complete the Existing operator application. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ___Yes ___No *If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ___Yes ___No *If yes, complete the table below, adding lines as needed.*

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open in additional years? ___Yes ___No *If yes, complete the table below, adding lines as needed.*

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name			**Grades served: year one**	**Grades served: capacity**
SR1 College Preparatory and STEM Academy			K-1	K-5
Proposed Location				
School District: *Identify the school district where the charter school will be located.*	**Canton Public School District**			
Address of identified facility *if applicable*:	**NA**			
Projected Demographic Information	**%FRL:** 90		**%SpEd:** 9	**%ELL:** 11
Model/Specialty *(check all that apply)*				
☐ Alternative ☐ Arts ☐ Blended Learning	☐ Career and Technical Education ☐ College Prep ☐ Other (*list*):	☐ Disability (*list*): ☐ Language Immersion ☐ Military	☐ Montessori ☐ STEM	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: NA

Current employment: _____

Phone Number: ***Day:*** _____ ***Evening:*** _____

Email: _____

Campus Enrollment Projection:

Academic Year	Planned # of Students	Maximum # of Students	Grade Levels Served
Year One: 2022- 2023	150		K-1
Year Two: 2023 - 2024	225		K-2
Year Three: 2024 -2025	300		K-3
Year Four: 2025 - 2026	375		K-4
Year Five: 2026 -2027	450		K-5
Full Enrollment: 2026 -2027	450		K-5

School Overview: Executive Summary Narrative

1. Mission and Vision

The mission of the SR1 College Preparatory and STEM Academy (SR1 CPSA) is to ensure all elementary students have access to a positive and robust learning environment that infuses Science, Technology, Engineering, and Mathematics (STEM) across content areas. SR1 CPSA students will demonstrate growth and proficiency as they graduate prepared to excel in middle school with a solid academic foundation and intrinsic drive to succeed in college. Long term, our students will apply their college degrees to developing solutions to local, global and environmental challenges as they break generational gaps and diversify the professional workforce. SR1 CPSA will disseminate best practices and serve as a model school for globally competitive public education.

2. Educational Need and Anticipated Student Population

For the past two consecutive school years (2017-18 and 2018-19), the Canton Public School District (CPSD) was assigned a performance rating of "D" on the Mississippi Statewide Accountability System.[i] This "D" rating indicates that our target students are not showing the growth or proficiency needed to compete in the national workforce, or go on to post-secondary education.[ii] SR1 CPSA, the proposed school, is essential to expand opportunities for underserved students and provide the community of Canton, Mississippi with a high performing elementary school. The school's success will then contribute to improving the district's middle and high schools while preparing students for college success. Long-term, we anticipate that our graduates will fill STEM related occupations that the U.S. Bureau of Labor Statistics' projects will grow by about 1 million jobs by 2022[iii] while diversifying the STEM workforce.

In accordance with Mississippi Charter School Law, SR1 CPSA's educational model has been purposefully designed to address the educational needs of the most at-risk children in the Canton community. SR1 CPSA anticipates that its student population will mirror CPSD's demographics with 95% of our students eligible for free/reduced lunch, ≥9% are students with disabilities, and 11% are English Language Learners (ELLs). The Canton area is struggling from crippling poverty and extraordinarily low educational attainment. More than 20% of Canton residents lack a high school diploma.[iv] According to the MS Statewide Accountability System[v], CPSD schools fall below state averages with 25.1% of CPSD students demonstrating English proficiency in 2018-19 (state=41.8%) and 34.8% of CPSD students demonstrating proficiency in math (state = 47.0%), which directly relates to the non-college ready average ACT score of 15.2. Furthermore, students in Canton face the low family per capita income of $19,458 with 33.1% of families with children under 18 years old living in poverty.[vi] Our rationale for sharing these details is to highlight the social and economic needs facing the students and families that we seek to serve and believe they are predictors of student success. Research shows, "Poor children in the United States start school at a disadvantage in terms of their early skills, behaviors, and health. Fewer than half (48 percent) of poor children are ready for school at age five, compared to 75 percent of children from families with moderate and high income[vii], a 27 percentage point gap."[viii] Further, the majority of the district's African American and economically disadvantaged students are not demonstrating proficiency on state assessments (See table in the Enrollment Summary section). CPSD is not on track to meet the state goal (70% proficiency) by 2025.

3. Educational Plan/School Design

SR1 CPSA will invest in exceptional classroom teachers who work as facilitators to maximize students' learning opportunities and actively engage each student in STEM infused instruction. SR1 CPSA will adopt Pearson's K-5 curricula for core content, including myView Literacy, enVision Math, myWorld Interactive Social Studies curriculum, and Elevate Science to equip students with the skills and knowledge expected of students from grade to grade and subject to subject. Pearson's research-based curricula, aligned to the Mississippi College & Career Readiness Standards (MCCRS), seamlessly integrates STEM across content areas. SR1 CPSA will maintain low teacher-to-student ratios of 1:13 in grades K-2. Based on research[ix], our small ratio is likely to reduce the negative effects of poverty and ensure our early elementary students meet or exceed educational standards. Grades 3-5 classrooms will have no more than 25 students and a low staff to student ratio. SR1 CPSA believes that its small school atmosphere (450 students at capacity), coupled with extended school day and an optional summer camp (provided by SR1, the non-profit, for free to SR1 CPSA students) will provide the attention that an at-risk population, including ELL students and students with disabilities, needs to succeed. SR1 CPSA teachers will use multiple means of reaching students—relying first on students' personal learning preferences and

cultural styles to provide a culturally responsive learning environment, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. Among these instructional methods are differentiated instruction, inquiry-based learning, theme and project-based learning, mentored study, and technology-based learning. SR1 CPSA will utilize a diverse set of summative (i.e. state testing assessments) and formative (i.e. benchmarks, STAR testing) assessments to employ a data-driven model that supports students and provides students, families, and staff with the information they need to meet high academic standards and make continuous growth and improvement. Finally, 4th and 5th grade students will be supported by mentors who will implement research-based practices based on SR1's Community Oriented Opportunities for Learning (C.O.O.L.™) Education Model, which includes Academic and Innovation Skills, Family and Relationship Education, Life and Career Skills, Civic Literacy, Healthy Lifestyles, and Outdoor and Recreational Activities. All components of the educational plan/school design comply with or exceed levels of effectiveness identified by the United States Department of Education's What Works Clearinghouse. As evidenced by Pearson's success (See Section 1.2 Overview of Planned Curriculum) and informed by best practices at the nation's top public STEM elementary schools that have closed the STEM gap with a similar student population, the program been designed to meet the needs of our target population.

4. Community Engagement

The existing SR1 program has served K-12 students and families for over nine years through the provision of after school and summer camp programming. Parent(s)/guardian(s) and community stakeholders that we have spoken with have expressed concern regarding the quality of education of local school districts and demand effective alternatives to the traditional school setting. Their input has informed the design of the proposed school (i.e. STEM, low student-to-teacher ratio), experiential learning (i.e. hands on activities, mentors), and positive learning environments (i.e. classroom management, fair and consistent disciplinary policies, passionate educational leadership). SR1 CPSA has engaged parent(s)/guardian(s) and key community stakeholders through 4 open forums, informational sessions (October 5, 17 and 24, 2019; March 5, 2020) and has connected students with community organizations through volunteer service opportunities, connecting students to community organizations. Consistent with SR1's program approach to responding to community needs, we believe that collaborative efforts with community organizations, businesses, and other educational institutions are critical to enriching the overall learning environment for students. The school will benefit from SR1's established relationships with Millsaps College, Mississippi State University, University of Mississippi-Center for Math and Science, Mississippi Museum of Natural Science, and C.O.O.L.™ Coalition. (See Community Resources and Partnerships for more detail.) Letters of intent and to enroll and of support provide evidence for demand as well as support. Upon approval, marketing will increase immediately to ensure seats will be filled on opening day.

5. Leadership and Governance

Full Name	Current Job Title and Employment	Position with Proposed School
Tamu Green	President/CEO-SR1	Executive Director
Shirley Nichols	Instructional Coach-Self Employed	Academic Specialist
Dorlisa Hutton	Chief Operation Officer-SR1	Director of Operations
Ralph Jennings	Senior Production Associate-Raytheon	Board President
Janelle Graham	Stadium Director-Jackson State University	Board Treasurer
Mary Margaret Busby	Public Relations-Holmes Community College	Board Public Relations
Dr. Timothy Ward	*Millsaps Colllege*	Board Member
Dr. Vemitra White	NASA STEM Education Specialist-NASA	Board Member

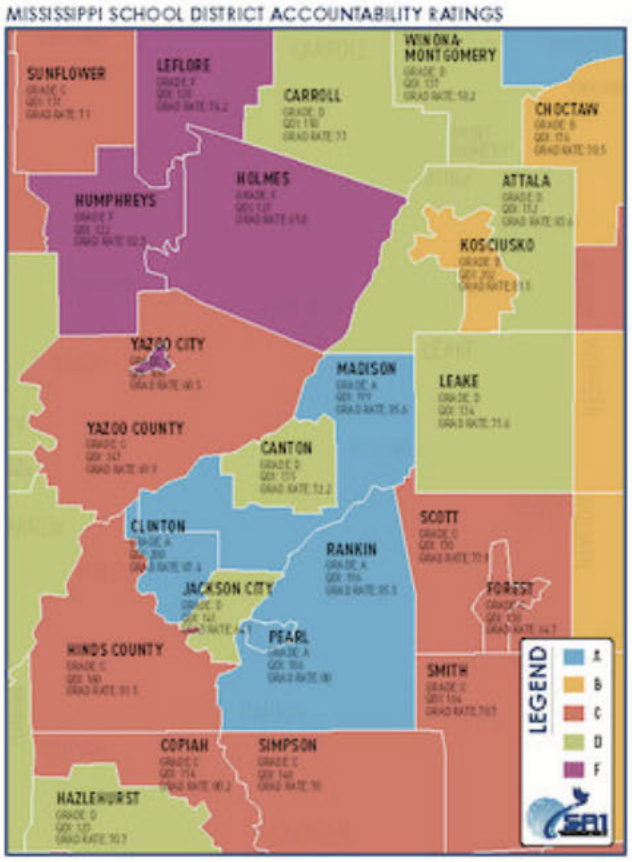
The SR1 CPSA model and innovations are driven by SR1's belief that the success of our children and the strength of the community go hand-in-hand. Their needs must be addressed together in order to break the cycle of generational poverty and to give our students a real shot at the American dream. The applicant for SR1 CPSA is SR1, a non-profit that offers evidenced-based, innovative, and efficiently-run out of school-time programs aimed at breaking the cycle of generational issues for the 300 children, families and the community it serves in Canton, MS. Embedded in the Canton community, SR1 understands the educational needs of the families and community. SR1 seeks to establish SR1 CPSA in response to community demand for high quality educational options.

Enrollment Summary

In accordance with MS Title 37-28-43, the SR1 CPSA enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, minority status, religion, ancestry, limited English proficiency or need for special education services. Every aspect of SR1 CPSA's enrollment and recruitment practices will comply with local, state, and federal standards. As depicted in the table below, SR1 CPSA plans to serve students in Kindergarten through fifth grade. Opening with students in grades K -1, SR1 CPSA will add a new grade each year until it serves students in grades K-5 in Year 5. Therefore, the school expects that it will primarily add kindergarteners each year. We anticipate, however, that there will be some attrition and that not all students will continue to return each year. The school plans to backfill in all grades for seats available.

Proposed Growth Plan Table

Grade Level	Number of Students					
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Full Enrollment 2026-27
K	75	75	75	75	75	75
1	75	75	75	75	75	75
2	0	75	75	75	75	75
3	0	0	75	75	75	75
4	0	0	0	75	75	75
5	0	0	0	0	75	75
TOTAL:	150	225	300	375	450	450 (K-5)



Rationale for Enrollment Summary

SR1 CPSA will actively recruit students including at-risk students, including those that are in poverty, academically low achieving students, students with disabilities, linguistically diverse students, intellectually gifted students, and other students at risk of academic failure. While all students are eligible to attend, our priority, in response to existing gaps, is to enroll students in underserved communities, including Canton and those assigned a performance rating of "D" (See map to the left.) The SR1 CPSA enrollment plan outlines a program initiation with 75 kindergarteners and 75 first grade students. As supported by the National Research Council, students are more likely to succeed in STEM after being introduced to and remaining active in STEM early in life. Therefore, to support our STEM mission and with deep knowledge of and input from the Canton community, we will introduce STEM concepts early so that our students attain a strong foundation for learning about these disciplines in ways that facilitate later learning. Further, as reported in the MS report card, less than 5 percent of students in the CPSD attend preschool; and, research shows that in low-income communities, children enter school an average of 12 to 14 months behind their peers from higher-income brackets[x]. Therefore, we anticipate that incoming students will enter without basic readiness skills. This supports our opening with grades K-1 so that teachers may immediately target students who are behind national peers before they begin so they may catch-up.

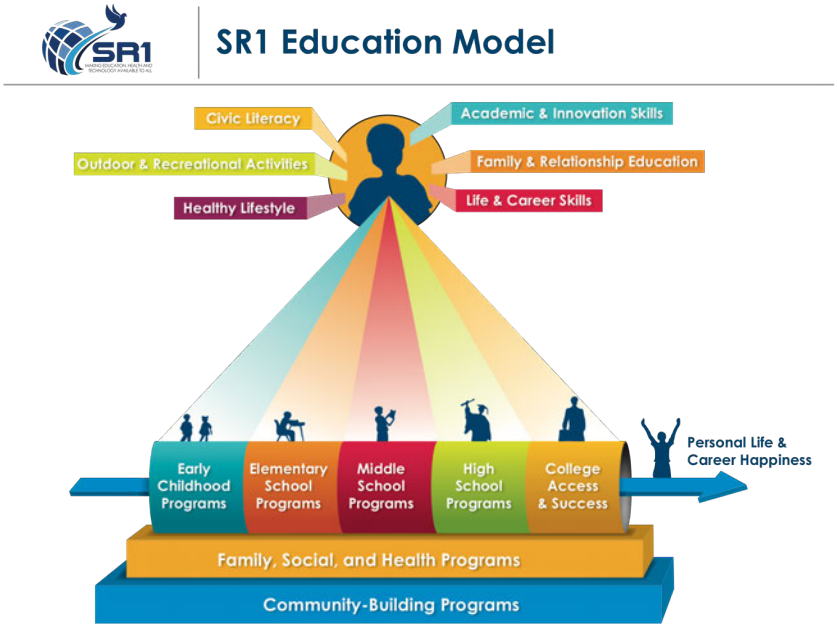
According to performance data, see below, the majority of our students are not demonstrating proficiency on state assessments:

School (Grade)	Overall proficiency Math/ ELA African American	Overall proficiency Math/ ELA Econ Disadvantaged
State (C)	32.3% / 27.3%	37.2% / 32.4%
Canton Elementary (C)- Identified for Targeted Support and Improvement	23.3% / 22.6%	25.9% / 25.4%
McNeal (B)	47.9% / 27.3%	48.6% / 28.5%
Rueben Myers School of Arts and Sciences (B)	29.0% / 33%	29.1% / 33.0%
Jimmie Goodloe (A)	52.0% / 39.4%	51.4% / 39.4%

Another one of SR1 CPSA's key design elements is a small school setting, which will further expand learning opportunities for all of its students. Our enrollment plan will allow for SR1 CPSA to set individual goals for each student based on an intimate knowledge of the students' academic background and abilities. With a low student-to-teacher ratio, SR1 CPSA will be able to give our K-2 students the attention they need to build the relationships that are required to help at-risk students succeed. The small school size in the first two years will allow for the culture, tone, and school environment to be set. Kindergarten and first grade will each start with three sections of classes of 25 students, each led by a teacher and supported by a teacher assistant. In addition, the proposed growth pattern will allow us to establish a strong foundation of best practices while the school expands in size. By adding only one grade level per year, we will maintain the school's culture. The returning students will be familiar with practices, procedures, and expectations of the school and will be able to positively influence new students, as well as reinforce acculturation efforts led by staff as new students join the community. In addition, beginning as a K-1 school, we will be able to provide the principal with an opportunity to work with a small staff. This will allow the principal to foster his/her collaborative leadership style as the staff adopts the model. The small number of staff required in year one will further permit leadership to select the strongest candidates through its recruitment and hiring process. After successful results over the first two years, combined with extensive recruitment efforts, we believe SR1 CPSA's intimate school environment, unique STEM infusion focus and targeted student supports will meet its enrollment plan through high student retention and new parent(s)/guardian(s)' demand for available seats.

SECTION 1. Educational Program Design & Capacity

1. Program Overview



SR1 (Scientific Research), a non-profit organization located in Ridgeland, MS that tutors and mentors K-12 students to eliminate disparities in health, education, and technology through the use of technology and partnerships and has been serving the Canton community for the past 9 years, utilizes a proven model of success. Results show that SR1 students experience significant improvements academically (e.g., Over 70% of students served improved on both Math and ELA based assessments; 100% of participating students showed grade increase in 3-6 subjects. And, according to the SR1 Contributions to Forest Elementary Report, approximately 90% of third grade students served by SR1 during the academic year passed the Third Grade Reading Summative; and, school administration reported SR1's assistance was vital in reaching a B account-ability standing from a D accountability standing in 2014. and socially when enrolled in a program that is built on community support; responsive to family, social and health needs; academically innovative; driven by civic literacy and global citizenship; and, connected to Mississippi's great outdoors. SR1 seeks to expand the success of its program by opening the SR1 College Preparatory and STEM Academy (SR1 CPSA). The school's founding members believe that excelling in literacy, math, and science prepares youth to succeed in college, the workplace, and the 21st century. SR1 CPSA's model promotes college access and success, and is based upon the evidence of best practices supported by the United States Department of Education's What Works Clearinghouse. The goal of SR1 CPSA's educational model is to build SR1's program to serve K-5 students and, with our knowledge of the Canton community, to deliver a pipeline of services that (1) reaches many students in order to affect the culture of the community, (2) transforms the social environments that impact student development, and (3) creates programs on a large scale in order to meet the distinctive needs of local communities. In the end, the C.O.O.L.™ Project model will be part of the accessible programs that are linked to one another in order to provide uninterrupted support for healthy student growth. The SR1 CPSA is committed to providing students with exceptional teachers that deliver a STEM infused, standards aligned curriculum within a student-centered and positive learning environment. SR1 CPSA students will demonstrate growth and proficiency as they graduate prepared to excel in middle school with a solid academic foundation and intrinsic drive to succeed in college. We guarantee "College Access and Success" for students who remain in SR1's pipeline. To date, 100% of students in SR1's pipeline have been promoted to the next grade and 100% of high school seniors have graduated on time and enrolled in college.

Curriculum and Instructional Design

1. Basic Learning Environment The SR1 CPSA will provide a holistic, positive learning environment by delivering hands-on, STEM infused lessons to all students. SR1 CPSA's classroom environment will prepare students for today's workplace, fully capitalizing on the benefits of active learning and adaptable physical space to support and enhance the pedagogies that are flexibly employed in the classroom. In our classrooms, students will problem-solve, collaborate, create, test ideas and build with teachers that facilitate student-centered learning. The learning environment will be one featuring qualified teachers, standards driven curriculum and research-based instructional practices to ensure that the STEM infusion model is effectively incorporated within the core/non-core academic subjects. Our STEM infused model will create an engaging, multi-sensory approach to science, technology, engineering, and math while providing students with the opportunity to make interdisciplinary connections and to apply information they have learned to the world around them. The activities and assessments promote higher-

order, critical thinking skills that will result in improved student performance. Further, with respect for diversity, our learning environment will provide students with a safe space to actively collaborate with peers and reach personal as well as high expectations while building civic literacy to become global citizens.

A classroom teacher and assistant will be present in each K-2 classroom to sustain a low teacher-to-student ratio (1:13) and provide our early learners with the extra attention needed to give them the skills and tools needed to set students on trajectory of success and alleviate the impact of no preschool. In grades 3-5, classrooms will have 25 students (for a teacher-to-student ratio of 1:25). The ratio of total adults to students will be kept intentionally low (Year One: 5.8; Two: 6.8; Three 7.8; Four: 8.6; and Five 9.7), permitting students to build authentic relationships with staff members and receive more individualized support to ensure students' full comprehension of subjects that are difficult or unfamiliar. Small group interventions will allow for increased evaluation and monitoring the progression of individual students to guide targeted support. Groups will be designed according to each student's learning ability, work ethic, and social adaptation. Small groups will strengthen cooperative group learning, which has been proven to improve students' self-confidence, endurance, and academic success.

2. Overview of Planned Curriculum

Standards and Curriculum SR1 CPSA has selected Pearson's research-based K-5 curricula for core content, including myView Literacy, enVision Math, myWorld Interactive Social Studies curriculum, and Elevate Science. Aligned to the Mississippi College & Career Readiness Standards (MCCRS) and identified by MDE as an approved resource (via EdReports for ELA and math) the fully developed curricula outlines the skills and knowledge expected of students from grade to grade and subject to subject. Pearson's curricula infuse reading, writing, and math practice with scientific inquiry and the engineering design process, providing teachers with research-based materials to integrate STEM seamlessly into existing curricula and instruction. In addition to Pearson's developed curricula, teachers will use research-based instructional guides to infuse STEM into core content areas. All curricula and instructional strategies are What Works Clearinghouse-proven as required by Mississippi Code § 37-28-15. To further secure the STEM infusion model focus across content areas, all science, technology, engineering, and mathematic standards and instructional methods will be governed by the MCCRS which recognizes the Next Generation Science Standards (NGSS). In addition to its STEM infusion and alignment to the MCCRS, the proposed curricular choices have been selected given their proven success. For example, research shows, students from all subgroups demonstrated statistically significant gains over the course of a two-year period. Envision closes the achievement gap by targeting low-level students and changing on and above-level students.

Curriculum Development and Alignment Process Pearson's curricula, presented through myView Literacy (K-5), enVision Math (K-5), myWorld Interactive Social Studies (K-5), and Elevate Science (K-5) are already developed and aligned with the MCCRS. Attachments 1, 2, and 3 demonstrate the developed curricula's school wide curriculum, scope and sequence of the curricula and curriculum map identify outcomes and demonstrate a clear alignment with MCCRS.

In addition to Pearson's developed curricula which supports STEM infused instruction and aligns with MCCRS, SR1 CPSA teachers will also use research-based instructional guides to infuse STEM instruction and practices into all core content areas: STEM-Infusing the Elementary Classroom; STEM Lesson Essentials, Grades 3-8: Integrating Science, Technology, Engineering and Mathematics; 20 Strategies for STEM Instruction; and Bringing STEM to The Elementary Classroom. Teachers will study the school-wide curriculum (Attachment 1) and the scope and sequence (Attachment 2) for the core content areas.

K-5 English/Language Arts Curriculum, Assessment, and Resources K-5 English/Language Arts Curriculum, Assessment, and Resources SR1 CPSA will implement myView Literacy, a blended print and digital, interactive K-5 English language arts curriculum that provides a balanced approach to the teaching of reading, writing, speaking, listening, and thinking and aligns with the MCCRS and the school's proposed instructional strategies. The research-based curriculum will provide teachers a modern and manageable ELA approach while inspiring confidence and engagement for all students including ELL students. myView Literacy creates an exceptional learning environment for students through (1) Integrated Social Emotional Learning Instruction that engages with activities such as goal setting, collaboration and self-reflection, ensuring students learn beyond the text; (2) Reading and Writing Focus that immerses students by using authentic texts and engaging trade books, and allows them to work collaboratively in whole-group mini-lessons, small-group instruction, as well as independently; (3)Robust, Small-

Group Instruction that provides meaningful differentiation to offer the "just-in-time" support students need; (4) Project-Based Inquiry that fosters collaborative learning and real-world problem solving through text-dependent analysis and research; (5) Cutting-Edge Digital Resources that amplify learning with digital games and launch videos; save time with Google Integration; and provide teachers customizable lesson playlists, intuitive reporting and digital note-taking through Realize and the Scout observational app. The Reading Workshop component aids in helping students become avid readers, strong communicators, and creative thinkers. An easy to follow instructional program, focuses on strategies, model and practice and application. The Writing Workshop encompasses student-centered frameworks to aid students' daily writing and with purpose. Through mine-lessons teachers are able to model and support the writing process and then work with students to address specific writing needs. The Reading-Writing Bridge connects reading and writing on a daily basis by providing mentor texts that model writing skills and techniques by helping students read text closely to better support their ideas while writing.

Assessments will be used to measure student mastery and teacher effectiveness. (1) Baseline Group Tests will assess reading, writing, speaking, listening, and thinking. (2) Daily formative assessments will be used to check understanding, monitor progress, and allow instructors to provide corrective feedback. (3) Weekly tests will assess the mastery of target skills for the week. (4). The Reading-Writing Bridge assesses student ability to demonstrate understanding through performance tasks. (5) Unit Benchmark Tests assess mastery of unit skills. (6) The End-of-Year Benchmark Test measures master of skills in all units.

K-5 Mathematics Curriculum, Assessment, and Resources SR1 CPSA will implement Pearson enVisionmath2.0™ Common Core to build students' conceptual understanding of the mathematics outlined in the MCCRS while promoting critical thinking. The enVisionmath2.0™ curriculum supports blended learning. The instruction models are student-centered, relevant, and focused. EnVisionmath2.0™ is organized to help students focus on clusters of Common Core standards within a grade. The major work for a grade is a priority for earlier in the year, enabling extensive exposure to this content prior to high stakes assessments. EnVisionmath2.0™ is built on proven research and results validated by the What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, and independent and collaborative learning.

Diagnostic assessments are used as placement tests to develop a student-specific track that will best support student mastery of content. Formative assessments assess student comprehension. Summative assessments measure student mastery of topics, benchmarks, and units. Other assessments include: Basic-facts Timed Tests, Topic Performance Assessments, cumulative/benchmark assessments, third-quarter Performance-based Assessment, and End-of-Year assessments. Resources include: Math Diagnosis and Multi-Tiered System of Support (MTSS), problem-solving reading mats and activity guides, math and science activities, center games, ELL tool kit, Enrichment-Masters for advanced learners, practice buddy interactive learning, visual learning animations plus, teacher and student print and eBooks, Assessment Sourcebook, interactive math storybooks, manipulative kits for hands-on learning, and professional development resources.

K-5 Social Studies Curriculum, Assessment, and Resources SR1 CPSA will inspire civic duty within our students with the use of Pearson's myWorld Interactive™ Social Studies curriculum and blended courseware. MyWorld Interactive™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship. Each lesson requires literacy engagement in which students must read closely, analyze information, and communicate academic and well-defended ideas. Students build vocabulary and language skills, and use evidence to articulate their ideas in writing. MyWorld Interactive™ engages students in real-world activities and practices of citizenship. Students investigate and collaborate as they explore Social Studies content.

Assessments build on students' understanding of key vocabulary, ideas, and literacy skills that lead to writing. Lesson quizzes serve as formative assessments and encourage student growth and ongoing teacher feedback. The Reading Check focuses on student comprehension, including the ability to read and understand visuals. The Lesson Check monitors student mastery of reading skills and Social Studies content. Checkpoints help determine progress toward the chapter level Quest project. The Chapter Assessment provides thoughtful practice to guide instruction and improve student learning. Resources: Thinking Like a Citizen Readers (Grade K-2) models

citizenship for students. Leveled Readers develop language skills and content knowledge at three reading levels: Below Level, On Level, and Advanced Level. Content Readers (Grade 3-5) engage students in high interest topics. The Interactive Student Work includes standards-based social studies content, interactivities, and skills instruction. The Jumpstart Activity sparks interest and connect content with what students know. Project-Based Quests are long-term chapter activities that engage students in rich inquiry experiences. Biographies model important citizenship skills and tie in real-world applications and civic life. Student Activity Mats are activity-centered, double-sided, dry-erase desk mats that provide maps, outline maps, timelines, and activities. The Activity Guide contains supplemental lesson plans and blackline masters for long-term inquiry projects, quick activities, and Readers Theater. Pearson Realize™ is the online destination for myWorld Interactive™. It provides access to course content, management tools, and student performance data.

K-5 Science Curriculum, Assessment, and Resources Pearson's Elevate Science™ curriculum encourages blended interactive learning and supports SR1 CPSA's STEM infusion focus.[xi] The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards. SR1 CPSA will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. SR1 CPSA's implementation of this curriculum will elevate student cognition as they investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas. Elevate Science™ allows instructors to make careful connections between assessment and differentiated instruction.

Various assessment methods will be used to assess three-dimensional learning. (1) A formative assessment is used in each lesson to help monitor and support student progress. (2) An evidence-based assessment is designed and implemented to provide student specific practice aligned to student mastery of STEM concepts. (3) The performance-based assessment measures the student's ability to demonstrate the mastery of new science standards. (4) The end-of-topic summative assessment is used to help teachers refine instruction practices to better facilitate the elevation of student cognition. The digital courseware is compatible with Android, iOS, Windows, and Mac OS. It implements technology, media, virtual labs, and games to assist in the learning process. The digital resources allow teachers to: (1) assess student mastery of content; (2) perform benchmark analyses; (3) provide assignments online; as well as, (4) provide external resources that will help students better succeed. Print courseware such as textbooks and student workbooks are used to promote student mastery of STEM content. SR1 CPSA will also use the investigation and engineering labs of Elevate Science™ to support a hands-on, interactive, and collaborative learning environment.

3. Primary Instructional Strategies, Teaching Approach, and Instructional Methods The schedule and programmatic structure are designed to promote maximum success in all content areas. In order to ensure success for each student, the staff of SR1 CPSA will employ multiple means of reaching students—relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training. Instructional strategies and/or approaches will include, but not limited to: academic vocabulary and language, accountable talks, analysis of student work, cooperative learning, cues, questions, activating prior knowledge, effective questioning, direct instruction, field experience, field trips, hands-on-learning, integration of content areas, mastery learning, modeling, project-based learning, targeted feedback and word wall.[xii]
Further, SR1 CPSA has chosen the following instructional strategies and method as they align with best practices outlined in STEM-Infusing the Elementary Classroom; STEM Lesson Essentials, Grades 3-8: Integrating Science, Technology, Engineering and Mathematics; 20 Strategies for STEM Instruction; and Bringing STEM to The Elementary Classroom. SR1 CPSA teachers will use these guides to ensure instructional methods and core curriculum is STEM infused.

- **Differentiated Instruction** Because each student has a unique learning profile, teachers will provide differentiated instruction that will take place through four ways-through content, process, product, and learning environment based on the individual learner. Among these are varying modes of curriculum delivery, offering students choices in materials, and allowing a variety of styles of demonstration of knowledge. Students will be assisted with the creation of learning profiles for themselves. Although instruction will be differentiated to allow students to master core content and skills, students will be expected to challenge themselves to stretch beyond their most comfortable modalities as they progress, so that they are prepared

for what they may encounter in college and/or careers. Mounting evidence indicates that consistent, high-quality use of the differentiation model increases student motivation, satisfaction, and achievement.[xiii]

- **Inquiry-Based Learning** The internal questions, interests, and career goals that each student holds are the most powerful motivators to learning. Although all students must master the common core of skills and cognitive knowledge, this core can be mastered and expressed in a variety of ways. Students "come alive" when they are trained to be researchers in search of answers to their driving questions. Our curriculum will have the additional intent of teaching such research stances and approaches so that students can become lifelong pursuers of knowledge. In particular, inquiry-based learning will support the STEM-infusion throughout the core content areas. Students will constructively form connections to and build upon learned content in their core courses by collaborating with partners and small groups through the extended process of inquiry in response to a complex question, problem, or challenge. Through inquiry-based learning, research shows, students of all backgrounds build their comprehension, critical thinking and communication skills as they actively engage with material and make their own connections. [xiv]
- **Theme and Project-Based Learning (PBL)** Students will be exposed to thematic units that are approached from a multidisciplinary perspective; school personnel will collaborate in developing several thematic units per grade/per year to help students recognize the ways in which different disciplinary lenses can be applied to a single, real world question under inquiry. Similarly, students will have the opportunity to be engaged in developing projects that relate to interests and demonstrate mastery of content and skills; such projects may at times be conducted in collaboration with others as they select strategies and approaches to control their own learning. As SR1 CPSA strives to develop students' 21st century skills, teachers will coach students in how to work productively in teams and use interdisciplinary approaches to problem solving. PBL has been shown to improve students' understanding of science, as well as their problem-solving and collaboration skills, to a greater extent than traditional methods.[xv] Students who learn science or technology through PBL also report that they find it more engaging than traditional instructional techniques. Research shows that students interested in STEM are more likely to have participated in hands-on STEM activities. Building a rocket or solar car, writing code, and programming robots allows students to experience the real-world application of STEM. These experiences can ignite "moments of discovery" where students connect STEM to their futures.[xvi]
- **Mentored Study** Mentoring another and being mentored are two of the oldest forms of both classical and vocational education. At SR1 CPSA, fourth and fifth grade students will have the opportunity to be mentored by teachers, community members, and/or other students; in turn, students will be trained to mentor others at the school. Ideally, STEM mentors will meet with students over the two years given research shows the positive benefits of a mentoring relationship grow the longer the relationship is sustained. Mentoring has been found to be one of the most effective tools to increase academic performance, boost self-esteem, and model social skills and is a proven best practice strategy to address mental, emotional, and social development. The practice produces positive gains for mentors and mentees. The mentor must be a master of the material (academic, social, and college and career awareness) before sharing it with another; the mentee receives much-needed tutoring and role modeling from a more experienced person. At SR1 CPSA, mentoring will be encouraged to improve student performance, build communities, enhance leadership, and support students as they go through important developmental transitions. SR1 CPSA's counselor will supervise a mentorship program to ensure that participating students have access to a non-parent(s)/guardian(s) adult mentor to provide emotional support, companionship, gender and racial identity role model, self-esteem and self-efficacy beliefs, citizenship, social competency, skills for making positive decisions, engaging in positive health behaviors, and quality of relationships with parent(s)/guardian(s), peers, and other adults. In addition, the objectives of the programs or strategies will center on increasing school attendance rates, academic performance, and post-secondary attainment. Students will benefit from a higher sense of leadership, life skills, and academics. Students struggling with behavior or emotional issues may receive an adult mentor, small-group peer support, or professional counseling. Quality STEM mentorship is uniquely positioned to address the primary barriers to pursuing STEM careers: lack of exposure to STEM and lack of connections to STEM professionals. Research has shown SR1 Contributions to Forest Elementary Report that having adult role models provides academic and emotional benefits for students, particularly at-risk youth.[xvii]
- **Technology-Based Learning** Recognizing the importance of computer literacy and the power of digital tools to leverage innovation, SR1 CPSA will be committed to the responsible and guided utilization and instruction of technology in our classrooms and labs. Students will use computers and technology as tools for investigation, exploration, research and presentation. Alongside books, lessons and activities, technology

will support and strengthen classroom learning. Technology will help create our challenging and personalized learning environment as it is used as a tool that will help meet the needs of different learning styles and ability levels. Intentional application of digital technologies will unleash students' learning expertise, in ways not possible without technology.[1] In preparation, both for full participation in the global society and for access to online STEM materials, students will take part in learning and demonstrating knowledge through technologically-enhanced means and communicating through multiple media. Technology-driven instruction will enable the teachers to provide means of engagement and options for all types of learners and students at different levels of cognitive development. Proper technology integration will guide students toward a greater understanding of materials covered in class and beyond and will help ensure that today's students are fully prepared to address the learning challenges their future may hold.

Pupil Performance Standards

1. Pupil Performance Standards SR1 CPSA has set rigorous pupil performance standards aligned with rigorous content standards at the state and national levels. We have established a comprehensive assessment plan that outlines annual measures, outcomes, minimum goals, assessment tools and frequency of assessments to measure progress toward mastery each year and over time to ensure students are mastering the skills. The academic goals of our pupil performance standards will build to the larger goal of mission achievement; our students will demonstrate growth and proficiency as they graduate prepared to excel in the middle school and high school with a solid academic foundation and intrinsic drive to succeed in college. We outline a comprehensive list of performance-based academic goals that are absolute, comparative, and growth-based. Academic goals measure performance in the core academic subjects of ELA, math, science, and social studies. Measures are based on a collection of assessments - norm-referenced, criterion-referenced, and standards-based interims. Key state assessments are Mississippi Assessment Program (MAP) used to measure student achievement in reading, writing, math, and science in grades 3-8.

SR1 CPSA will also use and set measures on standards-based, interim assessments, primarily at the unit level. Results are rolled up into an academic dashboard which will be presented monthly to the Board. We set our academic goals around the following academic measures (with consideration to current performance levels of our target population and to meet or exceed the state goal of 70% proficiency.) to hold ourselves accountable to our mission and to the Mississippi Charter School Authorizer Board.

- **Goal 1: SR1 CPSA students will demonstrate proficiency in reading.**

Measure 1.1: 90% of students who have attended SR1 CPSA for at least two years prior to 3rd grade will pass the 3rd Grade Reading Summative Assessment. Measure 1.2: In a cohort analysis, annual increases of percentiles among students in reading, average five percentiles of growth per year until the average percentile score reaches 75, as measured on the state assessment. Measure 1.3 Y1 – 50% of students will read on or above grade level according to STAR Reading. Measure 1.4 Y2 – 65% of students will read on or above grade level according to STAR Reading. Measure 1.5 Y3 – 75% of students will read on or above grade level according to STAR Reading.

- **Goal 2: SR1 CPSA students will demonstrate proficiency in ELA.**

Measure 2.1 (absolute): On average, 50% of students who have attended the school for three or more consecutive years will score proficient or advanced on the state ELA assessment; 60% who have attended the school for four or more consecutive years will score proficient or advanced; and 70% who have attended the school for five or more consecutive years will score proficient or advanced. Measure 2.2 (comparative): On average, students who have attended the school for two or more consecutive years will out-perform the district and the state by a minimum of 15% on the state ELA assessment. Measure 2.3: In a cohort analysis, annual increases of percentiles among students in ELA average five percentiles of growth per year until the average percentile score reaches 75.

- **Goal 3: SR1 CPSA students will demonstrate proficiency in mathematics.**

Measure 3.01 (absolute): On average, 50% of students who have attended the school for three or more consecutive years will score proficient or advanced on the state math assessment; 60% who have attended the school for four or more consecutive years will score proficient or advanced; and 70% who have attended the school for five consecutive years will score proficient or advanced. Measure 3.2 On average, students who have attended the school for two or more consecutive years will out-perform the district and state by 15% on the state

[1] Magana, 2017, p. 39

assessment. Measure 3.3: In a cohort analysis, annual increases of percentiles among students in math average five percentiles of growth per year until the average percentile score reaches 75.

- **Goal 4: SR1 CPSA students will demonstrate proficiency in science.**

Measure 4.1 In a cohort analysis, annual increases of percentiles among students in science average five percentiles of growth per year until the average percentile score reaches 75.

2. Learning Standards and Exit Standards See Attachment 4.

3. Additional Academic Standards Not Applicable. The SR1 CPSA will not adopt or develop additional academic standards beyond those mandated by the state.

4. Policies and Standards for Promotion While SR1 CPSA will offer a wide array of academic supports, there will be no grade inflation and no social promotion. SR1 CPSA's standards for promotion will comply with all MDE policies and standards for promotion.

- **K-2nd Grade Standards for Promotion** Students must show progress towards meeting the MCCRS for English Language Arts (ELA) and Math Standards at 80% mastery of skills, read at or above grade level (I for 1st grade and M for 2nd grade) and be absent no more than 15 days. The Principal will make the promotion decisions with input from teachers and parent(s)/guardian(s). All MDE promotion policies and standards will be followed.
- **3rd- 5th Grade Standards for Promotion** Students must show sufficient progress towards meeting the MCCRS for ELA, Science, and Math. If a student fails to attain at least a 70% average (or a "C" per MDE grade point scale) in more than one of the core courses (Mathematics, Language Arts, Social Studies, or Science) and/or and has more than 15 days of absences, he or she will not be promoted to the next grade level. Third grade promotion will also be contingent upon successful passing of the Third Grade Reading Summative Assessment. Fifth grade graduation will be contingent upon promotion standards listed above for 3rd-5th. All MDE promotion policies and standards will be followed.

In compliance with MDE's IDEA policies and standards, students with IEPs and 504 plans will need to meet all school promotion criteria unless their specific plans denote alternate goal content areas. For students with alternate IEP plan goal content, satisfactory attainment of the goals in the IEP will avail for promotion criteria. For students that may need to be retained, the principal, special education coordinator/teacher, parent(s)/guardian(s), and student will meet to examine a course of action to ensure the student can be successful. If the course of action does not meet the necessary improvement, the special education coordinator/teacher or classroom teacher can request to retain the student. Final promotion or retention decision will be made by the principal.

As part of the orientation training, parent(s)/guardian(s) and students will be made aware of academic progress, grade promotion standards, and disciplinary notes that will be available 24/7 through an online database. Parent(s)/guardian(s) who do not have Internet access at home will be able to access the database through public forums and can use the school's public kiosk. Additionally, ongoing teacher communication with parent(s)/guardian(s), PGTO meetings, parent/guardian and teacher conference, report cards and progress reports will assist in ensuring parent(s)/guardian(s) are kept abreast of students' academic progress and promotion standards.

5. Exit Standards See Attachment 4.

High School Graduation Requirement

Not applicable. SR1 CPSA will not serve high school students during the charter term.

School Calendar and Schedule

1. Academic Schedule and Calendar

SR1 CPSA will have 185 student instructional days and 10 professional development days for teachers and other instructional support staff. There will be seven full days of professional development before the start of the school year, two during the course of the year, and one after the school year ends. SR1 CPSA will adopt a semester system (with two quarters each), which will be used to diagnose and effectively respond to students' academic

needs. Each quarter allows staff to strategically collect and analyze student achievement data, which they will then use to drive individual instructional practices and student supports. Progress reports will be distributed at the mid-point of each quarter and report cards will be issued at the end of each quarter. In order to address the needs of families and give full access to teachers, mandatory parent(s)/guardian-teacher conferences will take place in the middle and at the end of each quarter, and parent(s)/guardian(s) of all incoming students are required to attend one of the three parent(s)/guardian(s) orientation sessions during the summer.

The SR1 CPSA calendar was developed with input from the community parent(s)/guardian(s), potential teachers, educational professionals, and curriculum developers to provide quality instruction time, while also preventing student and teacher exhaustion. The academic calendar allots one extended weekend break every month (with the exception of August and May). This extended, three-day weekend will provide teachers with the opportunity to attend professional development and take care of personal matters without having to schedule a call-out day and interrupt student learning. Research on charter schools indicate this type of schedule flexibility promotes a sustainable school culture. To alleviate potential hardship to families, students will have the opportunity to participate in high-level STEM enrichment days at SR1 CPSA, during the three-day weekend break. The SR1 team will facilitate the STEM Enrichment day activities. The day will not be mandatory, but will give students additional days for hands-on STEM learning outside of the normal school hours. The academic calendar will meet the needs of the academic program as instructional time in the school day will be dedicated to teaching and learning. The academic year will provide teachers with the time needed to meet rigorous set of academic requirements, while infusing STEM into the daily schedule.

2. Structure of the School Day SR1 CPSA K-2 grade students attend school from 7:30 a.m.– 3:05 p.m. on Monday–Friday; grades 3-5 students attend school on Monday and Friday from 7:30 a.m.– 3:05 p.m. and 7:30 a.m.- 4:30 p.m. on Tuesday, Wednesday, and Thursday. At a minimum, students in grades K-2 attend school for 7 hours 35 minutes per day and 37 hours 55 minutes per week. Students in grades 3-5 attend school for 9 hours per day and 45 hours per week, which includes the extended day with at least 3 days a week totaling 15 hours 10 minutes weekly. Students in grades K-2 will engage in a minimum of 2,275 minutes per week of academic instruction and in grades 3-5 will engage in a minimum of 2,700 minutes per week of academic instruction. The schedule is optimal for student learning given it is organized to integrate STEM learning across all disciplines. It includes daily time for intervention or enrichment; 90 minutes per day for STEM infused ELA; 90 minutes per day for STEM infused math instruction; and daily exercise and activity class (e.g. library, music, art and technology) to provide students with exposure to activities that may be otherwise inaccessible. Maximizing the time during which students are actively engaged in learning is a SR1 CPSA priority; greater time-on-task leads to increased learning. Teachers will use effective classroom management techniques and interactive learning activities to actively engage learners in a broad set of differentiated skills. School culture will reinforce that students are in their seats ready to work from bell-to-bell. Effective transitions, planning, pacing, and clear directions will maximize time-on-task and keep students involved in the academic learning needed to meet our ambitious goals and objectives.

Extended learning time activities Students in grades 3-5 will have an extended school day from 3:00-4:30 p.m. on Tuesday, Wednesday and Thursday. This time will be spent for additional core content instruction and STEM focused activities that support the STEM-infused core academic content areas during the instructional day. While this extended day is not mandatory for K-2 students in respect to the long day at their developmental age, it will be optional and available to all K-2 students and used to supplement learning and provide a safe, engaging learning environment especially for families that may have a students in grades K-2 and 3-5.This will provide students who are identified as being at-risk of not meeting standards or need supplemental instruction, as well as those who are excelling in core content areas. The classroom teachers will be responsible for implementing extended learning time activities.

Teachers Schedule Teachers are expected to be in school between 7:00 a.m.-4:30 p.m. on regular school days. Prior to the start of the school year, all staff members will participate in seven days of professional development, two days during the school year, and one day after the school year ends. Staff members will participate in relevant professional development that is aligned with the school's mission and teacher's individual professional growth needs. Teachers will have weekly departmental planning time in which they will come together to ensure horizontal and vertical curriculum alignment and share best practices within and across grade levels involving core and non-core academic teachers. The schedule has been designed to incorporate PD, teacher planning and opportunities for collaboration into the school day. On Mondays and Fridays, from 3:15-4:30 p.m. teachers will participate in staff and departmental

meetings and conduct parent(s)/guardian(s) conferences. The time will be extended for weekly staff meetings, additional planning time or time for onsite professional development after students leave for the day. Teachers will also have weekly grade level meetings of approximately two hours to review student data, develop/modify action plans and address any academic and/or non-academic concerns/issues.

Sample Calendar and Schedule See Attachment 5 for sample calendar and schedules (student and teacher).

School Culture

1. School Culture In alignment with our commitment to prepare all students for academic success and global citizenship, we will establish and maintain a positive culture that supports learning and achievement. Students and staff will collaborate to foster an inclusive learning environment in which expectations are clear, prompting students to be their best and engage authentically while feeling safe and supported. The school's culture, mission, values, and practices will be echoed in its physical surroundings. College banners and artifacts will be visible, student art work will prominently be displayed, inspirational messages will be integrated into classrooms and other spaces, and profiles of success stories will serve as motivators for students. Our culture will be further shaped by implementation of Positive Behavioral Interventions and Supports (PBIS) combined with restorative practices. Together, these work to provide a structured and positive culture that is animated through a schoolwide set of norms, values, beliefs, rituals and stories.

PBIS At SR1 CPSA, PBIS will focus on teaching positive and appropriate behaviors through a preventative and proactive tiered framework that promotes positive relationship building and sets the stage for learning. The NEA states, "PBIS improves the social culture and the behavioral climate of classrooms and schools which ultimately

Showing pride in school	Collaboration	Organization
Taking pride in one's work	Cooperation	Being prepared
Love of learning	Helping others	Using time wisely
Perseverance/resilience	Caring	Making good choices
Self-reliance	Kindness	Active listening
Leadership	Using appropriate communication	Making an insightful comment
Going above and beyond		

lead to enhanced academic performance." School wide reinforcements and rewards include recognizing positive behavior in effort to support repeated behavior and celebrating when goals are achieved. The above behaviors (as provided in the Positive School Culture Inventory) will shape schoolwide practices to sustain a positive culture.

Restorative Practices In alignment with our positive approach, restorative practices will support focus on growth rather than on exclusionary practices such as suspension and expulsion. This is particularly important in CPSD given the 2018-19 report card shows the out of school suspension rate in CPSD (15.3%) is nearly double that of the state (8.9%).[2] Data shows that students in restorative practice schools can decrease disciplinary referrals.[3] Through restorative practices (including restorative circles, student leadership and conflict resolution), we will provide opportunities to learn from wrongdoing while maintaining positive relationships.

2. Culture Implementation, Day One Staff will receive training on the components of our culture and held accountable for implementation through observation and feedback to ensure our culture shapes students' intellectual, social, and emotional development within a physically and emotionally safe atmosphere that is conducive to learning. Parents and students will be introduced to the school culture during outreach. SR1 CPSA will hold family engagement orientation sessions with enrolled students and their parent(s)/guardian(s) prior to the start of school to ensure the culture (i.e. in-school learning, extended day learning, student conduct and discipline, parent(s)/guardian(s) engagement, is established prior to the start of school. Hard copies of the family handbook will be distributed and posted online. Rituals and traditions (such as family meetings, community circles, and uniforms) will be woven throughout the school. Corresponding activities and tools will create an environment of high expectations. Visuals will be displayed throughout the classrooms and hallways

[2] http://www.msrc.mdek12.org/Details/Discipline/?EntityID=4520-000&schoolyear=2018&componentCode=DISP

[3] https://www.rand.org/pubs/research_briefs/RB10051.html

(e.g., posters) to reinforce common norms of communication and to unite all in our mission. Through repeated practice, students use and eventually adopt shared language as their own.

3. A Typical Student's Day Dion arrives for breakfast and sits with a friend. He notices Ayana is sitting alone and, after his lessons on social awareness and friendship, waves her over to join his table. After breakfast, Dion walks to class and smiles when greeted by his teacher that has come to know him well. She asks him how last night's basketball game was. Now in grade 2, he knows how to organize his items in preparation for the day because he's been guided since kindergarten. Once morning announcements finish, Dion takes out his book, "Iggy Peck, Architect" and moves to his small reading group that is being joined by the teaching assistant today. In the 90-minute ELA block, time is spent reading text, identifying main idea as well as character traits, and discussing cause and effect. Time is spent drafting a letter to Iggy. Dion likes this writing assignment; he's describing his dream bridge. (He's used technology to view some of the world's most famous bridges.) Math class is next. Students take out their mini white boards and begin with a warm up problem. After solving the problem and consulting with a peer (turn and talk), the teacher gives a short lesson that builds on yesterday's math concept. He likes that math makes sense. The teacher always applies it to the real world. After some practice, they return to working on building bridges. They're almost ready to test the strengthen and see whose bridge holds the most pennies (and determine why). The majority of students earned positive points today, Dion included. He knows the school's positive focus has improved his behavior and really feels supported at school. He then moves to lunch where he socializes with friends. After lunch and recess (he loves times outside), he moves to music class. Dion likes music because they're learning how to play the recorder but art is his favorite because the art room is stocked with the coolest supplies. Some days he thinks he may be an artist. When activities are complete, science class begins. Today Dion is working on a Chromebook to finalize the PowerPoint that he's presenting on Friday. He's excited because his family is coming to school to hear his presentation and see the raft he designed. He loved learning more about floods his grandpa lives on a lake and they noticed the effect floods have on the crops. After much trial and error, he thinks his raft will help crops grow in flooded areas. After class he spends time in daily intervention where he is getting some extra support from the librarian (whose duties include intervention so that students can have more personalized attention). He knows that assessment scores determine who he sits with. Though he rather sit with friends, he knows today's vocabulary lesson is exactly the concept he needs to spend time with. It's a Thursday so he is staying for the extended day where he meets with a small group to get homework support. Once he goes home for the day, he is free to spend time with his family. Tonight, they are going to the local park.

4. A Typical Teacher's Day Today, Ms. Hutton arrived at 7 a.m. ready to spend time preparing materials to ensure transitions are efficient. She writes the attribute of the week on the board (this week the schoolwide attribute is perseverance). She greets her SR1 CPSA fourth graders at the classroom door. Instruction begins promptly at the conclusion of the morning announcements. Today students are grouped heterogeneously to support collaboration. She facilitates role selection. While students work to peer edit poems, she rotates around the room to listen to their collaboration, personalize instruction and provide feedback to individual students. She has grown to love myView Literacy materials and finds they support differentiation and content mastery in alignment with MCCRS. Once the ELA block is complete, a mathematics block begins. The math lesson was planned in collaboration with her grade level team. It begins with reading and dissecting a problem. She observes students as they work independently and encourages perseverance. She then asks students to work with a peer via "tabletop" math and asks questions that facilitate conversation among students. She gives positive feedback to students that are extending their thinking and making new connections or creating new problems. Multi-sensory materials are incorporated to actively engage all learners in applying math concepts to real world skills. She then eats lunch with students. While students attend their activity period, she quickly flips through exit tickets to see which students may need the math skill retaught. The daily planning period helps her maximize students' time on task. She also makes a brief call to a parent to check in with the homework tip that she provided earlier in the week. Once students return to the classroom, they gather materials to build the solar oven that they've designed with a partner after studying alternative energy sources. Log books are prepared for testing the ovens in tomorrow's class. Before students depart to the extended day, she looks at a few agendas to check that homework was written down. She knows exactly whose agenda needs a look. She gathers student work samples for her departmental meeting and is eager to ask other teachers about the new robotics materials but quickly rearranges the desks for tomorrow small group activities.

5. Culture and Students with Special Needs

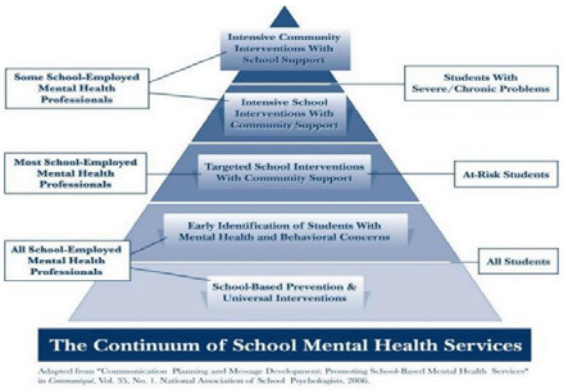
At SR1 CPSA, each student's unique cultural and learning experience will be used as the starting point for establishing expected behaviors and learning goals, not an afterthought. While promoting individual success, teachers will make it clear to students that all students are expected and able to succeed. A diverse set of data will be used to create effective school-wide, classroom, targeted group, and individual systems to provide a positive learning environment for ALL students, including students with special needs. Teachers will also embrace cultural identify and cultural diversity in the classroom through establishment of meaningful, authentic relationships with students (taking time to understand each student's background, strengths, interests and challenges). Believing in the potential of each student, teachers will draw on student's individual creativity and curiosity to create authentic academic engagement while creating and sustaining a collaborative classroom community that values diverse contributions.

Supplemental Programming

1. Summer School Not applicable. SR1 CPSA will not offer summer school. Students will be encouraged to participate in summer programs or tutoring offered by our partners.

2. Extracurricular Not applicable. SR1 CPSA will not offer any extracurricular activities. However, all students will have access to SR1's offerings, including after-school and summer enrichment, and Saturday college prep—all free of charge. These opportunities for enrichment and intervention offer a tremendous value-add to prospective families.

3. Student Mental, Emotional, And Social Development and Health SR1 CPSA will implement MTSS and positive behavior supports to address students' social-emotional, behavioral and mental health needs. As depicted in the graphic to the right, interventions increase in intensity based on student need. SR1 CPSA teachers will also deliver explicit lessons, model, facilitate interpersonal relationships and opportunities for students to actively practice skills that promote development of students' mental, emotional and social development in alignment to a set of schoolwide attributes (e.g. compassion, citizenship, empathy, responsibility). The SEL structure is developed by SR1 CPSA's licensed counselor (in alignment with the Collaborative for Academic, Social, and Emotional Learning) to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These five core competencies provide children a foundation for social relationships and academic achievement, as evidenced by more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades.[4] CPSA's counselor will also provide mental health services to students in accordance to need and will also supervise a mentorship program to ensure that participating (4th and 5th grade) students have access to a non-parent(s)/guardian(s) adult mentor to provide emotional support, companionship, gender and racial identity role model, self-esteem and self-efficacy beliefs, citizenship, social competency, skills for making positive decisions, engaging in positive health behaviors, and quality of relationships with parent(s)/guardian(s), peers, and other adults. In addition, the objectives of the programs or strategies will center on increasing school attendance rates, academic performance, and post-secondary attainment. Students will benefit from a higher sense of leadership, life skills, and academics. Students struggling with behavior or emotional issues may receive an adult mentor, small-group peer support, or professional counseling. A part-time nurse will be on staff to support student's wellness. On an annual basis, the ED (or designee) will lead a data-driven evaluation to ensure adequate staffing levels of mental health professionals.



[4] Greenberg et al 2003

4. Other Activities Not applicable. SR1 CPSA will not offer any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations & At-Risk Students

1. Plan Labels are not barriers in our approach to services and instruction for students with disabilities and English Language Learner (ELL) students. Instead, SR1 CPSA sees them as part of the school's cognitive diversity. SR1 CPSA expects to serve students with IEPs or Section 504 Plans, ELLs, students identified as intellectually gifted, and students at-risk for academic failure or dropping out, based on the data published by the MDE. Students with disabilities and ELL students will be given access to deep learning experiences through engagement with other students. Students with disabilities and ELL students will engage in the same school-sponsored enrichment programs, activities, and services as other students. SR1 CPSA will deliver the same curriculum and expectations for all students, including special education and ELL students. ELL students and most students with disabilities will receive instruction mainly as part of a regular classroom inclusively with other students, as appropriate, with supplemental instruction by special education teachers or ELL teachers. Students with mild, moderate and severe disabilities receive similar services in the general education classroom (at intensity levels determined by need) with nondisabled peers to the maximum extent possible, and that removal from the general education environment only occurs if the nature or severity of the disability is such that education in the general education classes with the use of supplementary aides and services cannot be achieved satisfactorily. This is the Least Restrictive Environment (LRE) as determined by the IEP team. Individual student needs will dictate their level of inclusion. All teachers will be trained in delivering modified instruction to serve the needs of the special education and ELL population in their classes by providing multiple means of representation, action and expression, and/or engagement in order to address cognitive diversity in their classroom. All teachers will have the responsibility to read Individualized Education Programs (IEPs) and regularly collaborate and/or co-teach with the special education or ELL teacher to develop a teaching strategy for their content. SR1 CPSA will provide professional development to teachers during Leadership Academy on serving ELLs consistent with the Mississippi English Learner Guidelines: Regulations, Funding Guidance, And Instructional Supports 2018. We will strive to ensure that all students, including ELLs, attain the highest level of academic success and language proficiency. We will not assume that unsupported immersion of ELLs into an English-speaking environment will enable them to succeed academically.

All teachers at SR1 CPSA will design and deliver instruction that is culturally and linguistically appropriate for all diverse learners, including those with an IEP; provide integrated language and content instruction to support language development through language-focused scaffolds; collaborate purposefully and consistently to promote academic achievement in all content areas; utilize materials and instructional resources that are linguistically, age, and grade appropriate and align to the MCCRS, and collaborate with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

SR1 CPSA will use a Multi-Tiered System of Support (MTSS), methodology to identify students who may be at risk for academic failure. MTTS is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all students, and to identify students potentially at risk of academic difficulty. Early intervention will take place prior to a student's referral and is part of the process by which a struggling learner is differentiated from a student with a disability. In order to deliver the best possible service, regardless of whether the student is ultimately in need of a referral, SR1 CPSA will institute a three-tier MTSS model:

- **Tier I:** If, through performance on assessments and standards-referenced learning goals, a child is identified as possibly at-risk, teachers will develop a "Tier 1 Student Profile." This will contain a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student observation checklist, and any other relevant data. This Profile will be reviewed by a multi-disciplinary Multi-Tiered System of Support (MTSS), which may include the principal, one or more teachers, the counselor, parent(s)/guardian(s) or other appropriate personnel. The MTSS will give classroom teachers a range of instructional supports, strategies, and programs to be implemented in the classroom. The MTSS will monitor the student's progress after the Tier-I interventions are instituted.
- **Tier II:** If Tier 1 interventions are unsuccessful, the student will receive supplemental instruction that includes evidence-based, targeted, and skill building interventions. The MTSS will generate current assessment data to further identify target problem areas, identify groups of students—if applicable—with similar needs and create

smaller, individualized instruction. Students may receive supplemental instructional support in math, and/or additional literacy instruction. Supports might also include counseling or support through a behavior plan or other intervention. This additional attention will allow students to review skills necessary for understanding of new material, proceed at a slower pace to ensure mastery, and avoid distractions that can lead to off-task behavior. With more individualized instruction, students can build habits of success that create a positive feedback loop. Interventions will be skill/content specific based on the needs of the individual student.

- **Tier III:** If it is determined that after Tier II interventions are unsuccessful, then students will be placed in Tier III. The student will continue to receive intensive intervention that includes evidence-based, targeted, and skill building interventions (increased intensity and frequency and smaller groups. SR1 CPSA will utilize progress monitoring that is aligned to the intensive intervention and the student goals. SR1 CPSA staff will work with the parent(s)/guardian(s) to review procedural safeguards and their respective legal rights to ensure the provision of a free and appropriate public education, and parent(s)/guardian(s) will be informed of steps in the special education process, i.e., referral, evaluation, determining eligibility, creating an Individualized Education Program and participating in annual reviews.

Child Find Following implementation of the full MTSS support plan, SR1 CPSA will use the following procedures – continued high quality classroom instruction, comprehensive assessment for students suspected of having a disability, obtain written consent for the evaluation from the parent(s)/guardian(s), not allowing MTSS process to be delayed, developing an IEP for eligible students, and determine if students not eligible for an IEP should return to MTSS or eligibility for a 504 plan. Informed by assessment and classroom data, the classroom teacher and special education coordinator/teacher will confer with the principal and complete a written request for an initial evaluation of the student. SR1 CPSA will also provide support and guidance to parent(s)/guardian(s) who wish to independently initiate a referral of their child for evaluation.

2. Calculation of At-Risk Students

	% FRL ONLY	% Students with Disabilities ONLY
Current School District Demographics	100%	10.1%
80% Minimum Requirement	80%	8.08%
Anticipated School Demographics	95%	9%

3. a. Plan to Identify and Meet Learning Needs of Students with Disabilities The school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment appropriate for their needs. This begins with identifying student needs. Child Find Requirements: SR1 CPSA will comply with the federal Child Find Requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. As described above, MTSS within the classroom will be the first measure for avoidance of misidentification of students with disabilities. Every teacher will use interventions to help struggling students succeed in the classroom. Teachers are often the first to notice potential learning disabilities and therefore should understand their nature and the best ways to identify them. Students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist, and a disability be suspected, the student will be referred to the counselor or special education coordinator/ teacher for evaluation.

Students Suspected of Having a Disability A student suspected of having a disability will be referred in writing to the counselor or special education coordinator/ teacher for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals will: (1) state the reasons for the referral and include as support any test results, records, or reports upon which the referral is based, if any; (2) describe interventions made to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any; (3) describe the extent of parent(s)/guardian(s) contact or involvement prior to the referral; (4) once interventions have been attempted, and have not been successful, the referral will be sent to the school of residence following the guidelines set forth by SR1 CPSA. A copy of such referral, along with the procedural safeguards notice will be sent to the student's parent(s)/guardian(s).

Avoiding Misidentification To avoid misidentification, a single test or procedure will not be the lone element in determining that a student is eligible for special education services. SR1 CPSA will use a variety of assessments and other evaluation tools that have been collected throughout the three tiers of intervention to provide accurate and reliable measures of student achievement. SR1 CPSA will also reassess all students who enroll at the school who have identified special needs with the goal of determining accuracy of identification, correcting misidentification and ensuring proper support. SR1 CPSA will provide targeted and embedded PD for teachers regarding MTSS– specifically, research-based interventions, assessments, progress monitoring, and instructional support teams. Overrepresentation will be avoided as teachers meet on a regular basis to identify patterns and to proactively address them prior to consideration for placement in special education.

b. Specific Instructional Programs, Practices and Strategies SR1 CPSA believes children with disabilities must be provided special education and related services through a continuum of placement options that allow for the provision of accommodations (i.e. time scheduling, setting, presentation), modifications, specially designed instruction and/or specialty aids and services as outlines by the IEP. The National Center on Inclusive Education notes that students with disabilities who are included in general education classes have better social and communication skills, higher academic achievement, wider social networks, and fewer behavior problems. Research further indicates that increased amount of time students with disabilities spend in general education classes regardless of their disability category, severity of their disability, or socioeconomic status results in positive school and post-school outcomes. SR1 CPSA knows placing a child in a general education classroom, however, is not adequate to ensure the child will able to successfully learn and participate in general education classrooms. SR1 CPSA will utilize several co-teachings (pairing classroom teacher with special education teacher) methods (i.e. one teach one assist, one teacher one observed, station) to better meet the needs of children with disabilities. Co-teaching is a proven instructional practice for students with disabilities and has proven to significantly benefit students with disabilities by (1) providing access to the general education curriculum in the general education setting; (2) delivering specialized instruction; (3) conveying intense individualized and differentiated instruction; (4) reducing negative stigma associated with pull-out only services; and (5) connecting learning experiences with fellow students. SR1 CPSA will also use six evidence-based strategies to instruct special education students. The six strategies are (1) form small groups; (2) create classroom centers; (3) blend the basics with more specialized instruction; (4) rotate lessons; (5) thematic instruction; and (6) provide different levels of books and materials. Additionally, SR1 CPSA will have a resource room designated for special education services.

c. IEP Monitoring and Evaluating SR1 CPSA will provide substitute coverage for teachers as necessary to ensure that they are able to attend IEP meetings. As required by the IDEA, the student's regular education teachers, and the student's special education teacher and/or service provider, will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. SR1 CPSA will ensure that teachers, through the counselor or special education coordinator/teacher, will be made knowledgeable as to which students have an IEP. The counselor or special education coordinator/teacher will review students' disabilities with the classroom teachers, and will also review/clarify the prescribed accommodations on the students' IEP. SR1 CPSA will send the mandated procedural safeguards notice to the parent(s)/guardian(s). Every teacher of a student with a disability will be provided a copy of the students' IEP and training will be provided by the counselor or special education coordinator/teacher, as needed, to ensure their understanding of the students' needs and his or her specific responsibilities related to implementing the student's IEP. Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parent(s)/guardian(s). On an annual basis, the principal and members of the IEP team will evaluate the effectiveness of the services provided to students with disabilities. Team members will monitor the academic, social, emotional, and functional performance progress and success of special education students with mild, moderate, and severe needs to support the attainment of each student's goals as set forth in the IEP using formal and informal assessments measured against the goals identified in the students' IEPs. Staff will also disaggregate the results by students identified as having special needs and examine the results. If it is determined that they are not producing the desired results, adjustments are made in consultation with the special education coordinator. Students receiving special education services will also be monitored by the special education teacher on a regular basis. Special education teachers comply with federal and state law regarding yearly IEP meetings and timelines for student re-evaluation.

504 Plan Section 504 is designed to ensure that students with certain disabilities can participate in school programs and activities. Section 504 covers academic instruction, nonacademic settings and school activities. A 504 Plan, developed by people who are familiar with the student, identifies specific accommodations, supports or services for the child; the name of the provider, and the person responsible for oversight of the plan. Classroom teachers and service providers will have access to their students' Section 504 plans; are informed of, and understand, their roles in implementing them; provide the resources and supports they need to implement them; and are held accountable by the school's administration for their implementation, which includes documenting the provision of Section 504 accommodations, services, and other supports as required. The teacher or other person(s) designated by the 504 plan monitors the student's progress and the effectiveness of the student's plan. The teacher or other designated person meets with the parent(s) at least annually to determine appropriateness and make necessary changes. A Section 504 team meeting will be convened at any time to determine if the designated supports are still appropriate and, if not, what additional action is needed.

Access to Student Records/FERPA SR1 CPSA will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act and observe regulations relating to the confidentiality of student records (34 CFR §300.123 and 34 CFR Part 99). All appropriate staff will be trained in such requirements.

Assessment of Students with Disabilities All students at SR1 CPSA will be expected to take the mandatory state exams. SR1 CPSA will make arrangements for testing accommodations and modifications specified in students' IEPs or 504 plans. Parent(s)/guardian(s) of students who have been identified with a disability and have an IEP will receive quarterly reports of their student's progress in meeting IEP goals.

d. Graduation for Special Needs Students Not Applicable. SR1 CPSA is not serving high school students.

e. Qualified Staffing SR1 CPSA will have a highly-qualified and appropriately-certified special education staff. As necessary, we contract with outside service providers through service agreements to provide occupational and physical therapy or counseling services on a case-by-case basis and modify students' schedules accordingly within the LRE. In addition, content teachers with special certification will be given priority in hiring.

Special Education Staffing – Years One through Five					
	Y 1 (2022-2023)	Y 2 (2023-2024)	Y 3 (2024-2025)	Y 4 (2025-2026)	Y 5 (2026-2027)
Projected Total Enrollment	150	225	300	375	450
Projected Special Needs Pop (9%)	14	20	27	34	41
Special Education Staff	1	1	2	2	2

4. Needs of ELL Students

a. Identifying ELL students SR1 CPSA will begin identification of ELL students at enrollment. Parent(s)/guardian(s) that do not speak English will receive assistance from a school representative who speaks their native language, if applicable. During the student registration process, the responsible personnel will collect and review a student's birth certificate, registration form [including Date Entered US School (DEUSS date)], student's cumulative file and any other records as applicable to determine whether or not a student meets the definition of ELL student. The Home Language Survey (HLS) will be included in the registration packet for each student. Upon submission of the registration packet, the HLS answers will be reviewed by the counselor and ELL teacher to document any yes responses to the HLS. In accordance with the US Department of Education and MDE, if a parent(s)/guardian(s) answers yes to any of the following four questions, the student will be administered the LAS Links Placement Test: (1) Is a language other than English spoken at home?; (2) Is your child's first language a language other than English?; (3) What language did your child learn when he/she first began to speak?; (4) What language does your child most frequently speak at home?

The LAS Links Placement Test will be conducted within 30 calendar days of enrollment by the ELL teacher to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Students enrolling after school starts will have 10 days after enrollment to complete the LAS Links Placement Test. The English Language Proficiency Test (ELPT) will assess the proficiency of students in all four language domains (speaking, listening, reading, and writing). Parent(s)/guardian(s) of students identified by

the ELPT as eligible for ELL services will receive notification in writing (in native language and English) within 30 calendar days of enrollment or 10 days after enrollment for students who enroll after school starts. Parent(s)/guardian(s) have the right to opt in or out of services. Based on MDE policy any kindergarten student who does not speak English will be required to take the K-Readiness Assessment. All students receiving ELL services will have a Language Service Plan (LSP) which will be updated annually until the student exits the ELL program and reaches English proficiency.

Avoiding Misidentification To avoid over-identification of ELL students, we will use culturally and linguistically sensitive assessment and instructional methods proven to measure language proficiency standards. Students will not be classified solely on the basis of limited English proficiency.

b. Specific Instructional Programs, Practices and Strategies SR1 CPSA will utilize two of MDE's recommended ELL evidence-based programs, English Language Development and Structured English Immersion. English Language Development instructional program will provide content-based program techniques, methodology and special curriculum strategies designed to teach ELLs explicitly about the English language, including the academic vocabulary and structures needed to access content instruction, and to develop their English language proficiency in all four language domains (reading, writing, listening, and speaking). The Structured English Immersion instructional program will impart English language skills so that the ELLs can transition and succeed in an English-only mainstream classroom once proficient. Both instructional programs will be provided in English with minimal but strategic use of ELLs' primary language whenever possible. According to the academic needs of the individual students, students will have additional opportunities for instructional support such as pull-out or push-in.

The ELL teacher and classroom teachers will collaborate to ensure the ELL student has meaningful access to all core academic curriculum (i.e. math, language arts) and activity time (i.e. music, library) through the incorporation of a variety of ELL instructional strategies (i.e. manipulatives, photos). Furthermore, collaborative learning strategies such as assigning peer buddies and language buddies for assignments with high- language demands, think-pair-share activities and the incorporation of sentence starters, and word banks will be utilized.

c. Plans for Monitoring and Evaluating The Multi-Tiered System of Supports (MTSS) will be used to monitor student progress, provide evidence-based interventions, and adjust those interventions based on a student's responsiveness. Classroom teachers and the ELL teacher will use observations and student data to determine student progress and note any need for additional instructional strategies for ELLs demonstrating academic challenges. Students not showing improvement after implementation of additional instructional strategies will be referred to the Teacher Support Team (TST) for additional intervention support. SR1 CPSA will adhere to all laws under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), to ensure that ELL students are placed appropriately, can participate meaningfully and equally in educational programs, and academic performance is assessed appropriately. SR1 CPSA will follow MDE's MTSS for effective intervention guidance.

Exiting ELL Students SR1 CPSA will adhere to MDE's LAS Links Assessment score requirements for ELLs to officially exit ELL status. The ELL student will be required to obtain the following proficiency levels on the ELPT: (1) Overall Proficiency Level 4 or 5; (2) Reading Proficiency Level 4 or 5; and (3) Writing Proficiency Level 4 or 5. Additionally, ELLs with a disability can be "exited" from ELL status when he or she no longer meets the definition of an ELL. This occurs when the student meets the State's definition of "proficient" in English.

d. Staffing SR1 CPSA will have a qualified ELL teacher. The ELL teacher's duties include: assessing the need for ELL students; administering ELPT, training teacher to meet the needs of ELL students; training and assigning tutors to help ELL students reinforce their English language skills; and collaborating with the Curriculum Specialist to meet the needs of ELL special education students, who will receive ELL services in accordance with their IEPs. The teacher will serve as the point-person for ELL parent(s)/guardian(s). SR1 CPSA staff will receive professional development (such as that offered by MDE or external sources) designed to improve effectiveness.

5. Identifying and Meeting the Learning Needs of Students Performing Below Grade Level Academically struggling students will be identified by assessment data. Those students will be scheduled for a daily academic intervention period, where students receive individually targeted reading and math interventions. Students

struggling with academics will also receive differentiated instruction, additional academic intervention, and pull-out support. Students struggling with behavior or emotional issues may receive an adult mentor, small group peer support, or professional counseling. Tier 1 students who do not receive pull-out instruction for MTSS, will participate in 20 minutes of vocabulary instruction and practice four days a week using Language Literacy Intervention. Tier 2 and Tier 3 students who are pulled out of class for support will receive research-based intervention programming for 30 minutes every day. Students will be assessed weekly for growth. Once the student reaches proficiency, the student will be recommended for exit with parent(s)/guardian(s) approval. See Section 1, above, for more information about MTSS.

6. Needs of Gifted Students

a. Programs, Practices, Strategies and Opportunities Similar to at-risk students, gifted students (identified in grades 2+ in as mandated in MS) will be provided specially-designed instruction that targets their learning potential and style. Once they demonstrate ease or mastery of a certain topic, these students will be given supplemental activities to encourage higher order thinking in three primary domains: cognitive, affective, and psychomotor. With awareness of disproportionate representation of our target population in gifted programs, teachers of gifted students and classroom teachers will plan together to identify and closely review individual student needs, and target those throughout each class. In addition, if a student is in need of high-level content in a specific subject to meet their skill level, SR1 CPSA will be flexible enough to be able to personalize learning plans for those students through additional or more rigorous assignments. In some cases, SR1 CPSA may place students in a higher-grade class in certain subjects to offer a more advanced level.

b. Monitoring To support the ongoing tracking of progress, disaggregated performance data will be used to demonstrate commensurate and longitudinal growth. Progress monitoring will further confirm that learning is dynamic, and adjustments are made for pace, depth, and complexity of the evidence-based practices that are employed.

c. Staffing SR1 CPSA will prioritize hiring teachers endorsed in gifted education and holds experience in the gifted education program. This teacher's duties include: assessing the needs for gifted students, training teachers to meet the needs of gifted students, and collaborating with the counselor or principal to plan and implement the students' personalized learning plans.

Student Recruitment and Enrollment

1. Student Recruitment Plan

SR1 CPSA is committed to equitable admissions and its enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Every aspect of SR1 CPSA's enrollment and recruitment practices will comply with local, state, and federal standards. SR1 CPSA's primary recruitment zone will concentrate on CPSD. While all students are eligible to attend, our priority, in response to existing gaps, is to enroll students in underserved communities. SR1 CPSA will actively recruit students in poverty, who are academically low achieving, who have disabilities, linguistically diverse, and other students at risk of academic failure. SR1 CPSA will do this by launching a grassroots student recruitment campaign that aggressively seeks students in need. The SR1 CPSA recruitment plan includes door-to-door neighborhood canvassing and hosting events at local community centers, community events, and churches. Informational flyers that outline the mission of the school, enrollment requirements, and educational scope will be distributed during all canvassing and community events. To engage with families from linguistically-diverse backgrounds, we will translate promotional items into other languages, primarily Spanish. Language usage will be based on a sixth-grade reading level. Should we be chartered, we intend to acquire a mailing list of current students from CPSD and send direct mail to those families. Also, media outlets (i.e. radio, TV and print) will be used to recruit students. The School will also connect with the community via our website and social media platforms, including Facebook and Twitter. All staff members will be responsible for student recruitment.

Specialized Recruitment Efforts

Outreach to at-risk students includes:

- **Students with disabilities** Marketing materials specifically describe how students with disabilities benefit from our school model. We encourage all students to apply and describe the services and systems that are

in place to ensure students' individualized education plans (IEPs) are implemented with fidelity. Outreach efforts target social workers and nonprofits and health and welfare agencies that cater to, and serve, students with disabilities.

- **English language learner (ELL) students** All marketing materials (and applications) will be made available in languages other than English, with an emphasis on Spanish. Advertisements in Spanish language media outlets (newspapers and radio), are placed to target non-monolingual-speaking families. Recruitment efforts include information tables at cultural institutions and local places of faith that serve Latino parishioners before and after Spanish language services and at local grocery stores that cater to Latinos. Translation services will be offered during open houses and information sessions to ensure all other-than-English-speaking families have access.
- **Families in Poverty** A door-to-door outreach campaign will provide the opportunity for us to meet and greet potential families. School representatives will continue to attend community and sporting events in the communities and distribute flyers or establish information kiosks at local parks and recreations centers, libraries, early childhood programs, food banks, homeless shelters and other institutions that provide services to youth from low socio-economic backgrounds.
- **Low-Performing Students or Students at Risk of Academic Failure** We will communicate specific features of the academic program and focus recruitment efforts on families who may have less access to information about local school choices and will purposefully reach out to organizations that serve academically low-performing students.

2. Timeline and Individuals Responsible for Student Recruitment/Engagement and Enrollment:

Key ED= Executive Director; PR=Principal; DO= Director of Operations; BD=Board.
P=Primary Responsibility; S=Secondary Responsibility

Task/Planning/Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	3/22
Distribute and collect intent to enroll forms	S	P	P								
Distribute and collect enrollment forms	S	P	P								
Secure translator for lottery	P		P								
Secure lottery announcer	S		P								
Secure lottery location	S		P								
Establish lottery protocol	P	P	P								
Highlight lottery date on website	P		P								
Post lottery date in local papers	S		P								
Practice lottery protocol	P	P	P								
Establish wait list and re-lottery process	S	S	P								
Post notification of lottery			P								
Confirm acceptances via home visits		P	P								

Task/Planning/Timeline	ED	PR	DO	BD	4/22	5/22	6/22	7/22	8/22		
Distribute and collect intent to enroll forms	S	P	P								
Distribute and collect enrollment forms	S	P	P								
Conduct admissions lottery	P	P	P								
Notify families of status	S	P	P								
Establish wait list and re-lottery process	S	S	P								
Post notification of lottery			P								
Confirm acceptances via home visits		P	P								
Request student records		P									

3. See Attachment 6 Enrollment Policy

Student Re-Enrollment

SR1 CPSA's goal is for at least 90 percent of students who end the school year at SR1 CPSA to re-enroll the following fall. After the first year of operation, SR1 CPSA plans to recruit students in similar ways: door-to-door canvassing, informational sessions in the community, and phone banking. However, SR1 CPSA does anticipate that after the first year, there will be a significant number of families referred by current SR1 CPSA students. The Executive Director, Principal, and Director of Operations will share responsibility for student recruitment once the school has opened. SR1 CPSA efforts to retain students include building genuine, meaningful relationships; annual satisfaction surveys; and a clear, concise reenrollment process.

Student Discipline

1. Approach to Student Discipline

a. School Practices SR1 CPSA will administer discipline in ways that respond to the needs and strengths of students, as well as support students in meeting behavioral expectations to maximize instructional time and reduce out-of-classroom consequences for behavior. Teachers will serve as the facilitators for guiding students toward positive conduct. As stated previously, we will implement PBIS with restorative practice to ensure students (in all grade levels), as well as staff, are provided with an emotionally and physically safe and supportive learning environment. PBIS supports teaching pro-social behaviors and places grade-appropriate rewards (tickets, assemblies, awards for individuals and/or whole class) over punishment. Positive behavior choices are promoted through acknowledgement. Restorative practices teach social engagement through practices that focus on students' personal well-being and accountability. These practices are integrated through our program to focus on harm done, rather than on rule breaking. When a student makes a poor choice, as we expect all students may do as they learn, we help students reflect on errors, support them in making better decisions, and re-engage them in learning. Additionally, a counselor will remain and active member of the school community, using their expertise to train and support instructional staff in teaching social-emotional skills along with academic content.

b. Offenses and Consequences for Infractions SR1 CPSA's infractions and consequences are broken into distinctive color codes (yellow, blue, orange, and red) denoting the severity of the infraction and consequence as outlined in Attachment 7. Out-of-School Suspension and/or Expulsion is dependent upon the severity and recurrence of code blue, orange or red infractions.

On a regularly scheduled basis, the principal (supported by the ED and teachers) will analyze disciplinary data to confirm that no student or group of students is disproportionately represented in disciplinary actions, including suspensions and expulsions. Staff will be held accountable for equitable outcomes and supported in working to recognize explicit and implicit biases. Further, our data-driven system and ongoing dialogue with students and families will allow us to monitor trends in discipline referrals to ascertain effectiveness and inform adjustments.

c. Discipline Procedures for Students with Disabilities In addition to the discipline procedures applicable to all students, SR1 CPSA will comply with 34 CFR §§ 300.519-300.529 of the Code of Federal Regulations for discipline of students with disabilities. The protections also apply to students not specifically identified as having a disability but for whom the school, prior to the behavior, which is the subject of the disciplinary action, has a basis of knowledge [(in accordance with 34 CFR 300.527(b)] that a disability may exist. See the Discipline Policy-Attachment 7 for more detail.

d. Suspension and Expulsion Due Process Before a student is removed from instruction for disciplinary reasons, he or she will be provided with appropriate due process protections, consistent with the U.S. Supreme Court's decision in Goss v. Lopez (1975). For short-term removals, students will be informed of the infractions against them and given a chance to respond and given due process before any consequences are given. Parent(s)/guardian(s) will be informed and given an opportunity to meet with school officials regarding the incident. In cases involving possible long-term suspension or expulsion, removal from the classroom will initially occur utilizing the due process listed as follows: (1) Hearing the student; (2) Parent(s)/guardian(s) are informed about the incident; (3) Student is immediately suspended; (4) Suspension and pending expulsion letter outlining the reason for the suspension and pending expulsion is sent via overnight mail to the parent(s)/guardian(s); (5) Parent(s)/guardian(s) are invited to meet with administration to discuss the case for further clarification; (6) A hearing is held that is protective of student due process rights and at which the discipline committee listens to

evidence and testimony put on by the student, parent(s)/guardian(s) as well as the school administrators; (7) The committee's decision will be sent to the parent(s)/guardian(s).

The hearing process will be completed within five days of an out-of-school suspension. The school may grant a parent(s)/guardian(s)' request to reschedule the meeting once. However, the student cannot attend the school until the committee's decision is made. (2) The meeting is held even if a stakeholder does not show up as scheduled.

Appeal Process (1) Parent(s)/guardian(s) must write a letter of appeal to the Executive Director within five business days of receiving the letter of notification of long-term suspension or expulsion; (2) The Executive Director will present the appeal to the board; (3) The board will meet to review and vote on the appeal recommendation.

2. Draft Discipline Policy/Code of Conduct See Attachment 7. The following beliefs inform the Code of Conduct:

- **Safety:** The Code of Conduct is designed first and foremost to ensure that students are physically and mentally safe at all times.
- **Respect:** Respect towards self, peers, and adults will anchor our character development and help build community relationships within the school and beyond.
- **Self-discipline:** Students who are organized, focused, committed, behave well in school, speak well in public, and are helpful to others will develop strong self-efficacy skills that will serve them well throughout their lives.
- **Clear consequences:** The students of SR1 CPSA will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parent(s)/guardian(s) about any disciplinary consequence.
- **Staying firm and positive:** We must be firm and positive in our approach to asserting authority. A firm and positive teacher uses the school's discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well-taught and retaught rules and procedures.
- **Uninterrupted learning:** A major purpose of this Code of Conduct is to maximize learning time in the classroom so that students can commit 100% of their attention to academic learning.

Students and families are first informed of the school's discipline policy during outreach in which they engage during pre-enrollment. Once students are enrolled, they become acquainted with our practices and procedures through distribution of our policy in the Student/Family Handbook. New students participate in a pre-opening orientation. Families are encouraged to review our set of rules, regulations, and due process procedures to become familiar with expectations and methods of engagement. Parent(s)/guardian(s) and students will read the Code of Conduct publicly at the Family Orientation event prior to the start of school. Signing the Family Contract will indicate that each parent(s)/guardian(s) has read, understands, and agrees to abide by the Code of Conduct. We also offer parent workshops to support family engagement.

Parent(s)/Guardian(s) & Community Involvement

1. Roles SR1 has an established role with key stakeholders of the Canton, Mississippi community. Parent(s)/guardian(s) have expressed concern regarding the quality of education of local school districts and noted a need for effective alternatives to the traditional school setting. Parent(s)/guardian(s) and key stakeholders have provided input on school curriculum design (i.e. STEM, low student-to-teacher ratio), experiences (i.e. hands on activities, mentors), and positive learning environments (i.e. classroom management, fair and consistent disciplinary policies, passionate educational leadership).

2. Assessing and Building Demand SR1 CPSA leadership has met with, informed, and received feedback from parent(s)/guardian(s) and community members in the Canton area who have students that are eligible to attend the proposed school. SR1 has held four open forums, informational sessions (October 5, 17 and 24, 2019; March 5, 2020) and has connected students with community organizations through volunteer service opportunities, connecting students to community organizations. Consistent with SR1's program approach to responding to community needs, we believe that collaborative efforts with community organizations, businesses, and other

educational institutions are critical to enriching the overall learning environment for students. The school will benefit from SR1's established relationships with Millsaps College, Mississippi State University, University of Mississippi-Center for Math and Science, Mississippi Museum of Natural Science, and C.O.O.L.™ Coalition. (See Community Resources and Partnerships for more detail.) Letters of intent and to enroll and of support provide evidence for demand as well as support. Upon approval, aggressive marketing efforts will increase to ensure seats will be filled on opening day. We commit to having no less than 75 letters of intent to enroll by the time a principal is hired in August 2021; 150 letters of intent by December 2021 and more than 200 applications one month prior to the school's lottery date.

Plan to Continue Engagement SR1 CPSA will continue to engage parent(s)/guardian(s) and key community stakeholders by continuing to provide open forums, informational sessions, and volunteer opportunities (such as serving as community ambassadors to spread the word of school programming). Parent(s)/guardian(s) and community members will be kept informed of school updates via social media, emails and for those that don't have Internet access, phone calls. Immediately upon approval, a school website and Facebook page will be established to keep families informed.

3. Explain the Plan to Engage in the Life of the School The parents of each child will be cultivated as critical partners in the education of their child and are deemed fundamental in supporting their child's progress. Parents will learn what is expected of them as partners in their children's education at parent meetings and workshops with topics that focus on specific parent needs, as well as quarterly cultural events. Parents will learn to support the school in monitoring students' progress on a consistent basis, through ongoing dialogue with the child, regular review of his/her class work and homework, and through listening to the child read aloud each night. While there are no mandatory requirements which would require waiver, SR1 CPSA will provide numerous opportunities for parent(s)/guardian(s) involvement. Parent(s)/guardian(s) will have the opportunity to serve in the Parent(s)/Guardian(s) Teacher Organization (PGTO). The purpose of the PGTO will be to enhance and support the educational experience at the schools, to develop a closer connection between school and home by encouraging parent(s)/guardian(s) involvement, and to improve the environment at the school through volunteer and financial support. Parent(s)/guardian(s) are encouraged and invited to join the PGTO prior to the start of the school year. The PGTO will meet quarterly during the school year. Weekly school bulletins and monthly newsletters, in both Spanish and in English, as well as email and the phone, are tools that we will commonly use to maintain communication (highlighting both strengths and challenges) with parents and to prompt conversation between parents and students. Meetings will be scheduled to provide parents with formal opportunities to meet with teachers, including one home visit (post-enrollment) by the student's mentor or teachers before the school year begins.

4. Community Resources and Partnerships SR1 CPSA believes that collaborative efforts among community organizations, businesses, and other educational institutions is critical to enriching the overall learning environment for students. The school will continue the established relationships with SR1's academic and health programming, and SR1's partners: Millsaps College, Mississippi State University, University of Mississippi Center for Mathematics and Science, Mississippi Museum of Natural Science, and Community Oriented Opportunities for Learning (C.O.O.L.™) Coalition. Millsaps College will provide in-kind classroom and auditorium meeting space, dissection labs and greenspace for parent(s)/guardian(s) and student engagement activities, and five-week summer camp. Mississippi State University will continue to provide access for free field trips and connections to the Bagley School of Engineering camps. The University of Mississippi Center for Mathematics and Science Education will provide free innovative hands-on activities such as the traveling planetarium and math, science, and engineering activities. The Mississippi Museum of Natural Science will provide free innovative hands-on activities in math and science lessons that are aligned with Mississippi College and Career Readiness Standards and educational exhibits. The Community Oriented Opportunities for Learning (C.O.O.L. ™) Coalition will provide free substance abuse prevention services for the students and the parent(s)/guardian(s). SR1 CPSA will adopt the collaborative efforts that SR1 has adhere to with its partners. Mississippi State University (MSU) determined SR1's efforts could serve as models for other non-profits with an educational focus.

5. Existing Evidence of Demand for the School See Attachment 8 for evidence of demand and support.

Educational Program Capacity

1. & 2. Qualifications of Key Members of the School's Leadership Team

Mary Margaret Busby, Janelle Graham, Ralph Jennings, Timothy Ward and Vemitra White are board members of the SR1 CPSA. Gregory Tamu Green will serve as the Executive Director, Dorlisa Hutton as the Director of Operations, Dr. Shirley Nichols will serve as the Academic Specialist. A principal (See job description in Attachment 9) will be hired no later than August 2021. Collectively, key members of the school's leadership team (in addition to the exceptional principal that we begin to identify following approval) hold the qualifications needed to implement the school design:

- Mary Margaret Busby is a public relations professional with a heart for education. She is an advocate for education and believes relationships are the building blocks of success. Ms. Busby considers community and other stakeholder relationships to be the most important.
- Janelle Graham has over 15 years of financial experience at the private, state, and institutions of higher learning level. Ms. Graham is knowledgeable in budget development and monitoring, forecasting, and financial planning. She will serve as Treasurer.
- Ralph Jennings is an educational advocate for all students and has a history of advocating for economically disadvantaged students. Mr. Jennings is knowledgeable in Board governance and the importance of hiring competent leaders that not only accept and meet the mission/vision of the school, but who can also exceed expectations.
- Dr. Timothy Ward is a distinguished Professor of Chemistry, Associate Dean of Sciences at Millsaps College, and holds the Berry Family Endowed Chair in Science. His commitment to STEM exposure for all students is evident through his community outreach efforts to underrepresented K-12 students. Dr. Ward has been recognized for his work, receiving the Outstanding Contributions to Science Award from the Mississippi Academy of Sciences and Chemist of the Year Award from the Mississippi Section of the American Chemical Society.
- Dr. Vemitra White is a STEM mentor for underrepresented minorities in STEM fields. For over ten years, Dr. White has provided K-12 students with the competencies needed to successfully enter college, graduate with a STEM degree, and obtain a STEM career. Dr. White has conducted extensive research in the retention, recruitment, and attrition of students in STEM disciplines. Dr. White has provided professional development to K-12 teachers and administrators to successfully integrate STEM into learning. Dr. White is knowledgeable on developing and managing budgets, planning, implementing, and evaluating standards-based curricula and STEM instruction aligned with science and engineering national standards, and securing external funding.
- Gregory Tamu Green is SR1's President/CEO and reports directly to the Board of Trustees. Mr. Green is responsible for implementing the board's plan and policies; managing programs, and general operations; hiring and supervising staff; monitoring and managing finances and accounting; reporting information about the organization's activities to the board; advising the board on policy and program issues; assisting committees with program and fiscal policy development; serving as a liaison between staff and the board, and communicating with SR1's constituency. Mr. Green founded and incorporated SR1 in 2007. Under Mr. Green's leadership, SR1 has grown to a multi-million-dollar organization with diversified funding sources.
- Dorlisa Hutton has over ten years of experience in human resources, financial monitoring, policy development, staff supervision and evaluations, report writing, curriculum development, facilities management, community engagement, coalition development, grant writing, data collection and analysis, managing contractors, service delivery quality assurance, and funding compliance. Mrs. Hutton is a certified facilitator on cultural competency, recruitment and retention, serving students and families in poverty, needs assessment, community engagement, and community mobilization.
- Shirley Nichols, Ph.D. will serve as SR1 CPSA's Academic Specialist. Dr. Nichols has 40 years of experience as a classroom teacher, elementary and middle school administrator, assistant superintendent and academic consultant at the primary, secondary, and college levels. Dr. Nichols is well-versed in effective school management, financial management, curricular and academic management, and data-driven decision making. Dr. Nichols has extensive experience as a school and district leader at the primary, secondary, and college levels. Dr. Nichols' knowledge of the needs of students in the Canton, MS area, coupled with her educational and leadership competencies, and belief in the school vision and mission, will establish the culture of excellence needed for SR1 CPSA staff, students, parent(s)/guardian(s), and community members.

As a school improvement consultant with several Mississippi school districts, Dr. Nichols has assisted school district and/or schools improve in several content areas. She has assisted districts in exceeding the state according to the Mississippi Accountability Model.

School Name	2016	Former Baseline	New Baseline Grade 2017	Official Grade 2018
Okolona High	F	D	F	C
Senatobia High	C	C	D	C
Vicksburg High	D	D	F	D

Math-Measurements of student performance on the statewide math assessment-2017-2018

School	Proficiency	Growth	Growth Lowest 25%
Okolona High	State-43.2%	State-62.9%	State-55.6%
	District-38.2%	District-63.0%	District-58.3%
	School-41.7%	School-93.6%*	School-98.1%*
Senatobia Jr Sr High	State-43.2%	State-62.9%	State-55.6%
	District-42.1%	District-69.5%	District-67.2%
	School-43.9%*	School-64.0%*	School-57.6%*
Vicksburg High	State-43.2%	State-62.9%%`	State-55.6%
	District-32.3%	District-52.4%	District-50.9%
	School-19.4%	School-75.7%*	Growth-89.8%*

2. Qualifications, Resumes, Biographies, and Proof of U.S. Citizenship See Attachments 9 & 10.

3. Principal/Head of School Selection and Hiring. A principal has not yet been identified. The principal, selected by and accountable to the ED, will implement the academic program described in this application and collaborate with the ED to fulfill the school's mission and vision with an innate desire to serve the students in Canton, MS. (S)he will assume primary responsibility for driving academic achievement and growth of all students; maintain high academic standards; oversee the development and day-to-day implementation of all academic programming while creating a positive learning environment and building relationships with families and community organizations. The principal will also provide strong organizational and instructional leadership, in order to assure high student outcomes. At a minimum, the principal will hold a Master's Degree and be able to take charge of academic programs and successfully implement them. He/she will be experienced in school leadership, hold a proven track record of achieving student gains and closing the achievement gap. The principal will be a competent and dedicated teacher with established classroom experience. The principal will understand and be willing to fulfill all duties and responsibilities as outlined in the proposed job description. Charter school experience is not required but highly preferred.

Upon approval of the application, a comprehensive search process will begin to hire the SR1 CPSA principal by August 2021. The recruitment process will include, but will not be limited to, advertising in local and national newspapers and professional printed media, referral, and online sources. The opening will be posted via the school website, print advertisements, online job recruitment websites, social media, and National Alliance for Public Charter School Job boards. If necessary, the Board may engage a consulting firm that specializes in national candidate searches to have a principal on board one year prior to school's opening. Having the principal on board for the school's start-up year is deemed essential for the successful launch of SR1 CPSA and will provide the principal with ample opportunity to attend training. While the training plan will be customized to consider the principal's areas of expertise, we anticipate that training will be provided on the Pearson curriculum, data analysis of curriculum assessments, Renaissance STAR Reading and Math, and data analysis of products to ensure data driven instruction. The Board will connect the principal to the Harlem Children Zone, P21 Battelle for Kids, Mississippi State University James Worth Bagley School of Engineering's Educational Outreach & Support Programs K-12 Outreach, and the University of Mississippi's Center for Math and Science. The principal will also attend the 2021 National Charter School Conference to network with colleagues and gain valuable lessons learned) and tour high performing STEM schools across the nation. S(he) will be instrumental in carrying out the start-up activities, hire staff and build authentic relationships in the community. In adherence to the defined work plan, the principal completes tasks necessary to actualize design of the proposed model and prepare for the school's opening. The job description is provided in Attachment 10.

4. Describe the Group's Ties to and/or Knowledge of the Target Community. SR1 has worked with and in Canton, Mississippi students, parent(s)/guardian(s), and community stakeholders for over nine years to improve college readiness for K-12 students. SR1 has implemented educational and professional development services in Canton that are aligned with the Mississippi College and Career Readiness Standards to ensure positive educational outcomes. SR1 provides more than eight hours a week of free out-of-school tutoring and mentoring services in the community during the academic year and over 12 hours a week of free out-of-school tutoring and mentoring services during the summer recess. SR1 understands that academic support should also be coupled with social and health support. Not only does SR1 work to strengthen the students, but also to strengthen families in the community as well as empower them to have a positive impact on their children's academic, social, and economic development.

5. Identify Any Organizations, Agencies, Or Consultants That Are Partnering with The School. SR1 CPSA is not partnering with any organization, agency or consultant to assist in running the school. The founders consulted with Tugboat Education for input on the charter application. Below are examples of our consultants' expertise: Management Organizations: A CMO committed to opening a dozen new schools in a handful of states and wanting to understand the regulatory environment that will affect its success in each potential location and to build that knowledge into its strategy. School Districts: A District concerned about ensuring that it is meeting all the applicable federal, state, and local ESSA requirements that apply to it and wanting trainings and materials that address the full scope of these responsibilities. Charter School Authorizers: A Charter authorizer approaching its first opportunity to shut down a low performing charter school and needing to understand the rules and processes applicable in its state and locale and how to create a strong process for handling closures going forward. School Support Organizations: A school support organization seeking to offer intensive or periodic trainings on key issues (such as special education or grant compliance), as well as advice and follow up assistance to the schools it supports. Charter Schools: A charter school board seeking expert training, as well as assistance in preparing for and successfully achieving renewal of its charter. SR1 CPSA also consulted with FarberWorks for support with application development.

6. School Development Process Lead As the Executive Director of SR1, Mr. Gregory Tamu Green is leading the school development process along with Dr. Shirley Nichols, Dorlisa Hutton and the SR1 CPSA Board of Trustees. The SR1 Board has approved Mr. Green to work on a full-time basis following the approval of the charter. Based on Mr. Green's knowledge, skills and leadership exhibited with the successful growth of SR1, the SR1 Board is confident in the success of the SR1 CPSA.

SECTION 2: Operations Plan & Capacity

1.Organizational Charts Organizational chart for Year 1 and Year 4 (full capacity) are provided in Attachment 11.

Legal Status and Governing Documents

1. School's Legal Status SR1 is a non-profit with a 501(c)3 status and federal tax-exempt status.

2. Governing Documents See Attachment 12 for board bylaws; code of ethics and conflict of interest policy; completed and signed statement of assurances.

Governing Board

1. Governance Philosophy The Board of Trustees (the Board) will hold the charter as well as the overall legal, financial, and fiduciary responsibility and shall provide external accountability, internal oversight, and leadership. The Board will remain committed to ensuring that the school's financial and human resources are well-managed and sufficient for mission and goal achievement. The Board primary role will be to govern the charter school in a manner that enables mission achievement as prescribed and permitted by its charter and terms set forth in its contract with the Mississippi Charter School Authorizer Board. The Board will ensure that the standards and goals outlined in the charter contract are met and that the school operates in compliance with all Mississippi State and federal laws. The Board role will be one of oversight and management – specifically, oversight and management of the Executive Director. The Board includes community leaders, parents, and individuals with a diverse set of expertise, related skills, and interests. All members share a commitment to the success of the Canton community. The Board will have clear established policies and procedures related to the operation of the school to ensure accountability.

2. Governance Structure The Board will bear the ultimate responsibility for the success of the school with a clear distinction between their governance and the management work of school staff. The Board will operate with a majority rule, decision-making culture. A committee structure will support decision making.

Primary Roles, Powers and Duties The Board will focus on governing, including remaining aware of legal responsibilities, fiscal obligations, engaging in oversight, and planning. The Board will comply with all applicable local, state, and federal laws and regulations and with its own bylaws. Amendments to these bylaws are subject to the approval of the Board at the annual board meeting. Consistent with its bylaws, the Board will have the following responsibilities, duties, and powers:

- Ensure that the school adheres to its mission, vision, goals, and objectives;
- Oversee accountability of the school's charter;
- Provide strategic planning and direction;
- Hire, evaluate and hold (and dismiss, if necessary) the executive director accountable for performing effectively;
- Ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical standards;
- Develop and maintain policies governing the operation of the school;
- Adhere to bylaws, conducting all meetings in public except for those limited circumstances that require an executive session. The Board decides policy matters by majority vote and a formal record of its proceedings are maintained and made available for public review and inspection.
- Prepare the budget in collaboration with the executive director;
- Hear and render decisions on grievances and/or issues brought to the Board's attention as outlined in grievance policy;
- Actively participate in issues that are brought to the Board's attention as they relate to the school;
- Provide support for the school's fundraising, marketing, and other service efforts; and
- Maintain established relationships with community-based organizations, institutions of higher education, private foundations, corporations, and create new partnerships.

The Board is not involved in handling the daily operations of the school, dealing with personnel issues, or addressing individual student needs.

Interaction Between the Board and School Leaders The Board and the Executive Director will understand that accomplishing the mission of the school to provide better educational outcomes for the students is the priority and that each other's roles are interconnected but separate. The ED will report to the Board and will meet with Board members on a monthly basis to foster productive dialogue. The ED will provide the Board with a data dashboard in advance of each board meeting to keep members well-informed of school progress on enrollment and attendance data, financial data, student achievement (performance and growth), discipline, school activities and events, staff development, and any additional information. The ED will also meet with committee chairs on a monthly basis. The school principal and Director of Operations will join the ED to report to the full Board and to the committees as well.

Board and Advisory Board Interaction The SR1 CPSA Board will organize an advisory board that will be composed of parent(s)/guardian(s), community leaders, educators, business leaders, and other key stakeholders. The advisory board (led by an elected chair) will meet at a minimum of four times per school year and will provide advice on community outreach, community involvement, and human and fiscal resources to support the mission and goals of the school. The advisory board has no authority and only reports to the board via its chair at scheduled meetings.

3. Desired Board Composition In accordance with the bylaws, the number of trustees is not fewer than five (5) or greater than seven (7). This size will support well-functioning committees capable of accomplishing significant work between meetings, while remaining a manageable size that is required to reach consensus without excessive debate and time. The size is evaluated annually to ensure effectiveness. The ED will serve as an ex-officio non-voting member. Key skills, area of expertise, and constituencies that are represented and/or will be represented include: early childhood education, evidence-based STEM educators, curriculum development, institution of higher learning knowledge, community engagement, fiscal oversight, human resource oversight, legal expertise, budget development, and leadership development. Because SR1 will hold the charter, one priority for the Board will be to increase membership on the Board by individuals with no other role at SR1. The Board will have a full slate of Board members seated prior to the school's first year of operations. At this time, we anticipate prioritizing the identification of a member with expertise in elementary education within the public sector.

Officers of the Board (selected by the Board) include Chair, Vice Chair, Secretary and Treasurer.

- Board Chair will assume responsibility for the overall functioning of the board. The Chair will facilitate board meetings, oversee committees, manage a shared decision-making atmosphere that is responsive to other member's views, and work closely with the school instructional leader and business leader to foster a trusting, yet candid relationship. Chair overarching duties: (1) Ensure board is functioning effectively and meeting high standards for effective governance;(2) hold board accountable for executing key board functions; (3) develop board meeting agendas in partnership with school leaders that keeps the board focused on the goals that drive strategic conversation; (4) make sure that the board conducts a self- assessment each year and addresses areas for improvement; (5) set clear expectations for committee operations and hold committee accountable; (6) guide the board through the process of hiring, evaluating, and supporting the school leaders; (7) ensure all board actions and members meet and understand legal and ethical compliance standards; (8) champion diversity and inclusion on the board; (9) take the lead in removing board members who are persistently disruptive or disengaged; and (10) support and recognize members.
- Vice chair understands the role and responsibilities of the chair and is capable of assuming the Chair role if needed. Duties include: (1) executing specific projects at the request of the board chair; (2) assisting board chair develop and implement officer transition/succession plans; and (3) providing leadership and direction to the board in concert with the board chair.
- Secretary is responsible for ensuring that accurate documentation exists to meet legal requirements, goals and bylaw requirements. Duties include: (1) keep accurate board meeting minutes; (2) share minutes with board in a timely manner and ensure they are approved in a timely manner; (3) ensure the board adheres to open meeting laws and other legal requirements; (4) provide notice of board and

committee meetings to all board members; and (5) keep all legal and official documents up to date and archived for future reference.

- Treasurer will oversee all matters related to the school's finances, property and budget and will chair the finance committee. Duties include: (1) work with the finance manager and director of operations to deliver accurate and complete financial reports; (2) oversee and review the annual audit process; (3) work with school leaders to develop annual school budget and presentation of the budget to the board; and (4) keep all records of school accounts current.

Standing Committees will include an Executive, Finance, Academic and Governance committee. Additional standing and/or ad-hoc committees will be formed as necessary. All committee minutes will be presented to the full board. The executive committee will act on behalf of the board on urgent time sensitive issues in between board meetings and will include the board chair, school instructional leader, school business leader and two board members. The finance committee approves financial goals, monitors budget alignment with school priorities, raises concerns and provides solutions to safeguard the school's resources, and ensures compliance with official policies. The committee will consist of board treasurer, school instructional leader, school business leader, and two board members. The academic committee drives academic oversight. Members analyze and monitor the academic performance. The governance committee will ensure proper board composition and effective governance. The committee will consist of the board chair, three board members and one school staff member and will meet at least once between the board meetings. Board attorney will be a representative of Adams and Reese, LLP.

4. Governance Structure and Composition for School Success The governance structure and composition of the Board will support the educational and operational success of the school by following clear established policies and procedures to ensure accountability and financial sustainability. It will ensure adherence to the school's mission, strong strategic planning and direction, and school leader oversight. The Board will focus on the school on a year-round basis. The Board will review reports on enrollment and attendance data, financial data, student achievement, discipline, school activities and events, and staff development with the Executive Director (joined by the principal and Director of Operations) on a monthly basis to identify any barriers to achieving educational and operational successes. Identified areas of concern will be addressed with the ED and a corrective action plan will be required. The Board will use Board on Track's year-round charter CEO evaluation cycle to understand how the partnership is doing throughout the year. Further, understanding that parent(s)/guardian(s)' involvement is key to the student success and thus overall school success, at least one parent/guardian of an enrolled student will serve on the advisory board to allow parent/guardian input in the decision-making process and to build a strong school and parent/guardian relationship. Additionally, community members and key stakeholders will serve on the advisory board.

5. Current and Prospective Board Members (See Educational Program Capacity.) The founding Board members were selected based on their areas of expertise as well as their commitment to the mission of the school and current and/or previous experience serving students, parent(s)/guardian(s) or community members in Canton, Mississippi. The Board will meet on a monthly basis except the months of June or July in order for the Board to hold its annual professional development. The Board will address committee structures once the full Board is in place. Mary Margaret Busby, Janelle Graham, Ralph Jennings, Timothy Ward and Vemitra White are board members of the SR1 CPSA.

- **Mary Margaret Busby (Board Member-Public Relations):** Ms. Busby is a public relations professional with a heart for education. She is an advocate for education and believes relationships are the building blocks of success.
- **Janelle Graham (Board Member-Treasurer):** Ms. Graham has over 15 years of financial experience at the private, state, and institutions of higher learning level. Ms. Graham is knowledgeable in budget development and monitoring, forecasting, and financial planning.
- **Ralph Jennings (Board Member-President):** Mr. Jennings is an educational advocate for all students and has a history of advocating for economically disadvantaged students. Mr. Jennings is knowledgeable in Board governance and the importance of hiring competent leaders that not only accept and meet the mission/vision of the school, but who can also exceed expectations.

- **Dr. Timothy Ward (Board Member):** Dr. Ward is a distinguished Professor of Chemistry, Associate Dean of Sciences at Millsaps College, and holds the Berry Family Endowed Chair in Science. Dr. Ward has been recognized for his work, receiving the Outstanding Contributions to Science Award from the Mississippi Academy of Sciences and Chemist of the Year Award from the Mississippi Section of the American Chemical Society.
- **Dr. Vemitra White (Board Member):** Dr. White is a STEM mentor for underrepresented minorities in STEM fields. For over ten years, Dr. White has provided K-12 students with the competencies needed to successfully enter college, graduate with a STEM degree, and obtain a STEM career. Dr. White has conducted extensive research in the retention, recruitment, and attrition of students in STEM disciplines. Dr. White has provided professional development to K-12 teachers and administrators to successfully integrate STEM into learning. Dr. White is knowledgeable on developing and managing budgets, planning, implementing, and evaluating standards-based curricula and STEM instruction aligned with science and engineering national standards, and securing external funding.

6. Governing Board is in Place The Board has worked together in this developmental phase. One Founding Board member intends to assume paid positions (ED) at the school and will transition off upon approval of the application.

7. Plans for Increasing Governing Board Capacity The Board will expand its membership to seven members upon approval of the charter. The Board will solicit nominations of potential Board members from the floor or any member during regular meetings. Priority recruitment areas include a retired educator and financial fundraiser. If identifying new Board members becomes a concern, the Board may consider creating an ad hoc committee to locate candidates. New Board members after the initial seven shall be elected in the annual May meeting each succeeding year to fill any expiring terms. New members shall be elected by the existing Board of Trustees at the annual meeting. Members eligible for re-election may vote on new members. Election of Board members will be by secret ballot. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the remaining members even though less than a quorum, or by the sole remaining member. A member elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

The Board will participate in an annual professional development (led by Board on Track) in June or July of each year for incoming and current Board members to build its capacity and orient new members in governance, data assessment, financial planning, leadership development, fundraising, goal setting, and strategic planning. The topics and training activities will be based on the Board evaluations conducted by each member of the Board and the school's leadership team in March of each year. Training topics will include but will not be limited to: academic program assessment, program evaluation, Board assessment, fiscal management, and federal and state board and educational laws. The only requirement for participation is the individual must be an incoming or current Board member.

8. Submitted by Pre-Existing Non-Profit

a. Purpose of Pre-Existing Non-Profit SR1 was originally formed for a purpose other than operating schools. The mission of SR1 (Scientific Research) is to eliminate disparities in education, health, and technology through science, technology, and partnerships. Initially, SR1's intent was to serve as a supplemental resource to ensuring academic success for students in local school districts. We will continue to fulfill SR1's mission of providing college access and success with a STEM focus to K-12 students, in the capacity of the proposed SR1 CPSA.

b. School Governance The SR1 Board will govern the school.

c. Steps Taken to Transform School Board Membership Operation of the school aligns within the existing structure of SR1, its practices and the Board's bylaws. To the extent that changes prove necessary to any and all such elements, they will be identified and professional development will be conducted within the school's start-up year of operation to train the board on school board governance. SR1 has established a relationship with Board on Track to support responsibilities aligned to opening and operating a high performing charter school.

d. Ongoing Relationship Not Applicable, a new board will not be formed.

9. Board's Ethical Standards The Board members serve as volunteers and are not compensated for their service. Members are required to uphold the interest of the students, parent(s)/guardian(s), and the community. To ensure personal and/or other interests do not interfere with their service, Board members sign and follow a code of ethics.

Ethical Standards and Conflicts of Interest It is important that each Board member recognizes that he or she is a public official charged with an important responsibility. Board members should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this Board will be volunteers and no Board member will be paid for the services he or she provides. To this end, the Board members, officers, and employees of SR1 CPSA will declare their acceptance of the standards of practice set forth herein, and their intent to honor them to the best of their ability as outlined in the following Code of Ethics:

1. The Board members and the school administrators shall not engage in any "self-dealing transactions." (i.e. any transactions to which the school is a party and in which one or more of the trustees or administrators has a material financial interest).
2. Every Board member has the right to participate in the discussion and vote on all issues before the board or any board committee, unless that board member is found to be in a state of direct relation to:
    (a) A conflict of interest
    (b) Indemnification of that member uniquely; or
    (c) Any other matter at the discretion of a majority of the Board members.
3. No one on the Board may be compromised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.
4. No officers of the Board of the school shall have any contract interest or other business transactions with the proposed school other than those relating to SR1 CPSA.
5. Members representing any not-for-profit corporation other than SR1 shall not engage in any business transaction with the proposed school.
6. No member, officer, or employee of a for-profit corporation having a business relationship with SR1 CPSA shall serve as voting member of the Board for the duration of such business relationship.
7. In no instance shall a member, officer, or employee of a for-profit educational management organization having a business relationship with the SR1 CPSA serve as a voting member of the Board for the duration of such business relationship.
8. Members shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board.
9. Members shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
10. Members shall not use his or her position with the school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of SR1 CPSA.
11. Members, officers, or employees may never ask a subordinate, a student, or a parent(s)/guardian(s) of a student to work in or give to any political campaign.

If a member of the Board has reasonable cause to believe that a fellow member has failed to disclose actual or possible conflicts of interests, he or she shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of Board meetings and all committee meetings with board-delegated powers shall contain:

- Names of Persons with Financial Interest: The names of the persons who disclosed or otherwise were found to have financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- Names of Persons Present: The names of the persons who present for discussion and votes relating to the transactions or arrangement, the content of the discussion, including any alternatives to the proposed transactions or arrangements, and a record of any votes taken in connection therewith.

- Each Board member, administrator, officer, and member of a committee with board-delegated powers shall annually sign a statement, which affirms that such person understands that the Board is charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes. To ensure that the Board operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board may conduct periodic reviews.

Existing Conflict: Currently there is no existing relationship that could pose actual or perceived conflicts if the application is approved. Each member of the Board will sign the ethical standards and conflicts of interest statement.

Advisory Bodies

1. a-c. Advisory Board Roles and Duties SR1 CPSA will have an Advisory Board. The Advisory Board will be composed of parent(s)/guardian(s) of enrolled students, community leaders, educators, school personnel (e.g., teachers, support staff), representatives from institutions of higher learning, business leaders, and other key stakeholders. The Board and school leadership team will utilize open houses, community presentations, and word of mouth to achieve this composition. The Advisory Board will serve as a community advocate for the school and keep the community abreast of school activities, programs, goals, and academic progress. The Advisory Board will periodically advise the Board, Executive Director, and Principal on financial and human support from the community, community satisfaction level with the school, Board recruitment and other pertinent information. The Advisory Board will be separate from the Board and will not have any governance or oversight of the school.

Grievance Process

1. Grievance Procedure SR1 CPSA will implement levels of grievance/complaint policies and procedures for parent(s)/guardian(s), students and the public. According to the policy, complaints shall be submitted in writing on a form provided by the school. Copies of documents that support the complaint shall be attached to the complaint form and hand delivered to the Principal to be considered at one of these steps:

Level One: The complainant shall request in writing a conference with the designated school leader within three business days from the time the event(s) causing the complaint was or should have been known. Following a conference, the designated school lead shall have four business days to respond.

Level Two: If the complainant is not satisfied with the Level One decision, or if no decision is provided, the complainant may request in writing a conference with the Principal or their designee. The request must be filed within seven business days of the Level One decision or the response deadline if no decision is made. The Principal or designee shall hold the conference within seven business days of the request. The complainant shall submit a signed statement of the complaint, any evidence supporting the complaint, and the date and results of the conference with the Principal or designee. The Principal or designee shall have seven business days following the conference to respond.

Level Three: If the complainant is not satisfied with the Level Two decision, or if no timely decision is provided, the complainant may submit to the Principal or designee in writing a request for a hearing before the Board. The request must be filed within seven business days of the Level Two decision, or the response deadline if no decision is made. The complainant shall be informed of the date, time, and place of the hearing.
The Board shall hear the complaint, and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the student or parent(s)/guardian(s) and the school will be considered. A video tape recording of the hearing shall be made. The Board shall communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board meeting. If no decision is made by the end of the next regularly scheduled Board meeting, the Level two decision shall be upheld. The Board may not delegate its authority to issue a decision, and any decision by the Board of Trustees is final and may not be appealed. If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in a closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

The specific grievance policy and procedures for the students with disabilities will be available in the Notice of Procedural Safeguards and Section 504 documents under the title of Notice of Parent(s)/guardian(s)' Rights. The Notice of Procedural Safeguards which is a description of the legal rights of the parent(s)/guardian(s) of a child with a disability under the Individuals with Disabilities Education Act (IDEA) is given to the parent(s)/guardian(s) upon students transfers, initial referral or parent(s)/guardian(s)' request for evaluation; upon the school's receipt of the first filing of any official complaint or due process hearing compliant; as required by the discipline procedures; or upon request by the parent(s)/guardian(s); or in the IEP meeting. This document also outlines the grievance procedures.

Staff Structure

1. Staffing Structure and Growth Plan: In year one, there will be an executive director, principal, six classroom teachers (three kindergarten and three 1st grade), six teacher assistants, counselor/data learning analyst, custodian, special education coordinator/teacher, nurse, academic specialist, librarian/interventionist, music teacher, STEM instructor, ELL teacher, director of operations, finance manager, information technology specialist, and physical education teacher. In year five, there will be an executive director, principal, assistant principal, eighteen classroom teachers (three teachers per grade level K-5), nine teacher assistants, counselor, administrative staff, two custodians, special education coordinator/teacher, special education teacher, gifted teacher, nurse, academic specialist, librarian/interventionist, music teacher, STEM instructor, ELL teacher, director of operations, finance manager, information technology specialist, and physical education teacher.

The teacher-student ratio will be 1:13 in grade K-2 and 1:25 in grades 3-5 for years one through five. The ratio of total adults to students will be 5.8. (year one), 6.8 (year two), 7.8 (year three), 8.6 (year four), and 8.1 (year five).

2. Staffing Chart See Attachment 14.

3. Staffing Relationship The ED will report to the Board and will have oversight of daily operations of the school while upholding the school mission and vision. The ED will hold responsibility for leading the school's strategic direction in partnership with the Board to achieve all strategic, academic and financial goals. The ED will establish partnerships with diverse stakeholders to maintain positive visibility in the community while managing and supporting the school leadership team and overseeing staff recruitment. The ED distributes tasks in accordance to areas of expertise. The ED builds the principal and DOO's capacity so they may perform responsibilities and achieve school performance goals. The principal and DOO report directly to the ED using a dashboard designed to monitor performance. The principal will oversee all aspects of academics (curriculum, assessment, instruction, culture, etc.) while the DOO will oversee operational staff members (food services, transportation, business services, compliance, etc.) to ensure all operations are high-functioning in support of a positive learning environment. Applicable staff report directly to the principal or DOO and work together to implement the program with fidelity.

Staffing Plans, Hiring, Management, and Evaluation

1. Relationship Between School and its Employees The school will promote a culture among employees that promotes not just an employment team but a family atmosphere. The school will build open and honest relationships with communication in order to build a positive team and family spirit. All state and federal laws prohibiting discrimination in hiring and employment will be followed. SR1 CPSA will not discriminate against employees or applicants in violation of those laws. The school will be an equal opportunity employer and will assure equal employment opportunities to all persons regardless of race, color, creed, sex, religion, national origin, age, physical handicap, disability, or political affiliation. Equal employment opportunity can only be attained through the school's commitment to complying with all applicable laws affording equal employment opportunities to individuals.

All employees receive annual at-will contracts. The contract will outline the scope of work and expectations. The purpose of the contract is to establish agreement between the school and the employee regarding their rights and duties. Contracts will be renewed on an annual basis, provided the employee is satisfactorily conducting the duties of the job, including a positive employee evaluation. Conversely, in the case that a formal evaluations and/or informal observations indicate that teacher performance remains unsatisfactory, the teacher will be placed on a corrective action plan that includes specific metrics and timelines for growth. If improvement is not

deemed satisfactory and/or at a rapid enough pace, the contract with the teacher is terminated. The Board must give an employee notice of its decision not to renew a contract no later than the tenth day before the last day of instruction required under the contract. This gives staff the right to be heard and the right to appeal an adverse decision. All termination decisions are made in the best interests of students while placing value on high-quality teaching. Staff are free to quit at any time, for any reason, just as SR1 CPSA is free to terminate employment at any time, for any reason—with or without notice, and with or without cause. The terms of employment for the teaching, administrative, and support staff of SR1 CPSA will be determined by contracts negotiated within the parameters of relevant Mississippi statutes, laws, and regulations. Faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the state's Charter Law are made part of the agreement. Teaching, administrative, and support staff may be obligated to provide services or in service-days, during the academic year, or during the entire year dependent upon their role in the school. The agreement affirms that any materials created by staff members for use by SR1 CPSA, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school. See Attachment 15.

2. Compensation Structure SR1 CPSA compensation structure will be based on education level, professional experience, and years spent at the school. Staff raises will be contingent upon performance and cost of living increases. Salaries are generally 2.5% higher than salaries in the area. An inflationary adjustment of 2% per year is added to personnel expenses. Benefits will include medical, dental, vision, and retirement. The table below lists salary ranges for each position: Average salaries are shown in the Financial Workbook, and range 2% above or below the average.

Staff will be supported and retained by: (1) Building a culture of mutual open feedback between staff and school leadership, which is essential for building and maintaining professional learning centers that maximize student achievement and staff self-efficacy. Staff will be trained on clear written expectations for instruction, staff will be observed and evaluated throughout the year and provided timely feedback based on the written expectations, and a professional development plan in addition to the school wide established professional development plan and weekly whole-staff sessions and content-specific sessions for planning and collaboration during staff meetings will be developed by instructional staff based on any identified weaknesses, (2) Establishing clear career pathways for staff by developing career ladders, working with staff to help identify goals and develop career plans, distributing leadership roles that are meaningful to staff and beneficial to students, and (3) Establishing practices that respond to the personal needs of staff by providing a non- traditional schedule that meets staff needs without sacrificing instruction, helping staff to develop norms that create a work-life balance, and evaluating compensation structure on staff satisfaction. Additionally, pipeline programs, a best practice for sustainability, will utilize employee referrals, internal pipelines (will offer apprenticeships to relevant majors to allow them to experience the culture and become a strong staff member), and university pipelines (utilize existing partnerships with local and national university's programs to identify graduates with the highest potential to meet the needs of the school and students).

3. Strategy, Plans, and Timeline for Recruiting and Hiring Teaching Staff Teacher quality is the most important school-related factor influencing student achievement.[5] SR1 CPSA will recruit highly-qualified staff in accordance with ESEA to ensure our students are taught by experienced (>3 years), appropriately licensed teachers. Applications will be screened to ensure applicants hold desired qualifications. Applicants must meet minimum requirements (i.e. bachelor's degree, Mississippi state certification, and required Mississippi core academic competencies). SR1 CPSA will utilize a research-based method, human capital management system (HCMS) which has been used to assist highly successful charter schools to recruit, hire, support and retain staff and administrators that will create a sustainable culture. SR1 CPSA will use data to conduct a market analysis to assess strengths, needs, challenges, and talent within the pipeline in order to develop a strategic plan to ensure a strong staff capacity. School leaders will serve as the recruitment team and develop clear candidate profile/selection criteria, job descriptions that reflect critical competencies, and recruitment strategies aligned with the school culture and mission (i.e. detailed job announcements, job fairs, community presentations, recruitment flyers and brochures, school profile flyers and recruitment webpage). Job applications packages will require applicants to complete the application and submit a cover letter, resume, official transcripts from accredited college(s), official

[5] https://www.epi.org/publication/books_teacher_quality_execsum_intro/

licensure/certifications, Praxis results, and a writing sample. Job applications will be accepted on a rolling basis. Information on job applications will be available via the school website, print advertisements, online job recruitment websites, social media, and National Alliance for Public Charter School Job boards. Selection process will include (1) documentation of school receiving application, (2) screening application packages for completion and prioritizing applicants based on established screening criteria, (3) conducting phone interviews based on prioritized applicants, (4) conducting face to face interviews and demonstration lessons with top tiered applicants, (5) conducting reference and background checks with selected applicant, and (6) offering letter of employment to selected applicant after cleared backgrounds. All job applications, screening and selection records will be maintained along with applicant tracking to assess best methods for identifying top-tiered applicants.

Candidates that best demonstrate the passion to achieve the school's mission and goals and best fits the school's culture and programming (i.e. proven experience with STEM infusion, PBIS, special education, gifted endorsement and MCCSR) will be selected following the multi-step interview process described below. SR1 CPSA is an equal opportunity employer. The goal for Year 1 is to begin teacher recruitment no later than November 1, 2021 and finalize hires by March 31, 2022. Upon approval, SR1 will correspond with AmeriCorps members that have previously served as tutors to tap a potential pipeline.

4. Procedures for Hiring and Dismissing School Personnel SR1 CPSA is an equal opportunity employer. The school will employ school personnel on a professional basis without regard to age, race, color, gender, sexual orientation, religion, disability, or national origin. SR1 CPSA will utilize a research-based method, human capital management system (HCMS) which has been used to assist highly successful charter schools to recruit, hire, support and retain staff and administrators that will create a sustainable culture. SR1 CPSA will use data to conduct a market analysis to assess strengths, needs, challenges, and talent within the pipeline in order to develop a strategic plan to ensure strong staff capacity. School leaders will serve as the recruitment team and develop clear candidate profile/selection criteria, job descriptions that reflect critical competencies, and recruitment strategies aligned with the school culture and mission (i.e. detailed job announcements, job fairs, community presentations, recruitment flyers and brochures, school profile flyers and recruitment webpage). Job applications packages will require applicants to complete the application and submit a cover letter, resume, official transcripts from accredited college(s), official licensure/certifications, Praxis results, and a writing sample. Applications will be accepted on a rolling basis. Job postings will be available via the school website, print advertisements, online job recruitment websites, social media, and National Alliance for Public Charter School Job boards. Selection process will include (1) documentation of school receiving application, (2) screening application packages for completion and prioritizing applicants based on established screening criteria, (3) conducting phone interviews based on prioritized applicants, (4) conducting face to face interviews and demonstration lessons with top tiered applicants, (5) conducting reference and background checks with selected applicant, and (6) offering letter of employment to selected applicant after cleared backgrounds. All job applications, screening and selection records will be maintained along with applicant tracking to assess best methods for identifying top-tiered applicants.

Criminal Background Checks The school will implement the following criminal background policy and procedure for all school personnel. All criminal background checks will include: (1) A nationwide name-based check of the National Sex Offender Public Website (NSOPW) which consists of a web-based check of a centralized system that identifies individuals who are registered as sex offenders in States, territories, or with federally recognized tribes; (2) A Mississippi Department of Public Safety Mississippi Registry check; (3) An electronic fingerprint-based Federal Bureau of Investigation (FBI) check. The NSOPW also known as the National Sex Offender Public Registry will be utilized to conduct the national sex offender criminal background. The required nationwide NSOPW name-based check will be performed on the national level. The advanced search feature will not be used, as it limits the search to less than nationwide. The applicant will complete a Mississippi Department of Public Safety Authorization Form and fingerprint card to conduct a criminal background check based on the state's repository/Mississippi Criminal History System (MCHS). An electronic fingerprint scan with Fieldprint through the FBI repository that serves as the criminal background check will be utilized for the FBI background check. If any of the three background checks is returned with any disqualifying results, the offer for employment will be withdrawn. A disqualifying result such as a felony conviction, guilty plea or plea of no contest to a felony of possession or sale of drugs, murder, manslaughter, armed robbery, rape, sexual battery or sex offense, child abuse, arson, grand larceny, burglary, gratification of lust, or aggravated assault.

5. Teacher Support, Development, and Evaluation Teacher support, development and evaluation will begin during the interview process. Potential candidates will be introduced to the MDE's Professional Growth System (PGS) evaluation framework (formerly M-STAR) method and self-report perceived professional development needs and goals. Upon successful hiring, the teachers will receive training on the PGS framework to ensure a transparent evaluation process. Additionally, teachers will be supported and developed by, but not limited to, allowing for peer collaboration, providing opportunities for inclusion in decision-making, providing open and honest evaluation feedback, exhibiting fair and consistent decision making and shared duties among teachers, respecting teachers as professionals, building trusting relationships, providing support with discipline and parent(s)/guardian(s) issues when the teacher follows established policies and acts in an ethical manner, and providing professional development that is relevant to the teacher. The school will utilize the PGS framework to evaluate teachers. See Attachment 16.

6. School Leader Support, Development, and Evaluation: Support, development, and evaluation will begin during the interview process for the principal. Potential candidates will be introduced to the MDE's PGS for Administrators (formerly MPES) evaluation framework method and self-report perceived professional development needs and goals. The Board will hold a goal setting conference with the principal in July to set the school goals toward achieving the mission. A formative conference between the Board and the principal will be held in January and the Circle Survey will also be completed in January. The summative assessment and growth goals conference will be held between the Board and the principal to review all evaluation data for the previous school year. Based on the data, the Board and principal will identify professional growth goals for the upcoming school year. Professional development support will be tailored to the need of the principal and will focus on topics such as developing skills for evaluating and selecting professional development for staff, coaching, staff evaluation, effective strategies for educating students in poverty, and engaging staff in understanding and utilizing student data. The Board will use MDE's evaluation framework to evaluate the principal. See Attachment 17.

7. Procedures for Unsatisfactory Leadership or Teacher Performance and Turnover Unsatisfactory leadership will be addressed by the ED. The ED will develop an improvement plan and leadership coaching. The improvement plan and leadership coaching will focus on the identified areas of need and be in place for an abridged point of time as determined by the Board. In the case of severe leadership deficiencies, the Board will terminate and replace the ED. Likewise, the ED will terminate and replace the principal and/or DOO.

Teacher performance that is unsatisfactory will be addressed by the principal. The principal will be responsible for developing an improvement plan and providing coaching and mentoring. The improvement plan and leadership coaching and mentoring will be developed based on the evaluated areas of deficiencies. In cases of severe unsatisfactory teacher performance and unsatisfactory improvement after implementing the improvement plan and leadership coaching and mentoring, the principal will recommend termination to the ED and if approved replace the teacher.

The principal will be proactive in dealing with leadership/ teacher changes and turnovers. The ED will select a principal that encompasses not only the professional skills and expertise to lead the school but also the personal skills and expertise to work with teachers, students, parent(s)/guardian(s) and community members to accomplish the mission and goals of the school. The principal will instill intrinsic motivation for teacher support, mentoring, input, and development throughout the recruitment, preparation, and school year. Additionally, the principal will select teachers that fit the culture of the schools and have the passion to commit to achieving the school's goals and missions. In cases of leadership/ teacher turnover, the ED will conduct exit interviews to determine areas that need to be addressed to improve the retention rate.

Professional Development

1. Person(s) or Position(s) Responsible for Overseeing Professional Development (PD) **The** principal and academic specialist are responsible for overseeing professional development.

2. Core Components of the School's Professional Development Plan SR1 CPSA is committed to providing its staff with robust, meaningful and ongoing professional development that prepares teachers to deliver the education program described in this application. PD is embedded in our annual calendar and daily schedule through individualized and whole staff training before and during the school year; coaching; observation; and

professional learning communities. PD will employ both internal and external resources for specific workshops and trainings and will implement a train-the-trainer model to optimize staff capacity while providing cost-effective professional learning opportunities. We will also participate in PD opportunities offered by the MDE. The core components of SR1 CPSA are that the professional development is content focused, incorporates active learning, supports collaboration, uses models of effective practices, provides coaching and expert support, offers feedback/ reflection, and is of sustained duration. Because teachers will come to us with varying levels of experience, a differentiated approach to PD will be taken to supplement training that is required of all staff. A needs assessment will be conducted at the beginning of each school year and opportunities for PD will be identified. Schoolwide data (e.g., student academic achievement; discipline data; student survey results) will be analyzed to identify topics for which targeted staff training may be warranted. The principal, with the support of academic specialist and selected teachers and staff, will analyze the data, establish goals and targets, and plan PD.

3. Schedule and Explanation of Professional Development Prior to School Opening Professional development prior to opening is essential for ensuring that all staff understand and are fully prepared to implement the SR1 CPSA program. Therefore, pre-opening PD is directly aligned to the core components of the SR1 CPSA model, the school's mission, and to the needs of the community served. The week-long Leadership Academy (professional development in the summer) prior to the school year and academic year Professional Development (PD) will provide schoolwide, vertical and horizontal meetings, and professional learning community opportunities. Leadership Academy will ensure the mission and culture of SR1 CPSA is clearly set for faculty, staff, and students prior to the start of the academic year. The Leadership Academy will be held for approximately five hours daily and focus on curricula training by Pearson, STEM inclusion, PBIS and restorative justice, school-wide systems including curricular lesson planning protocol, SEL programming, discipline policy, safety procedures, posts and duties, academic grading, reporting, monitoring, attendance reporting, and parent(s)/guardian(s) and community engagement. The Principal, teachers, and other academic support staff will hold weekly two-hour professional academic support meetings during the school year. Additionally, PD during the summer and academic year will consist of three key areas: (1) Content; (2) Academic Professional Support; and (3) Data Analysis and Management. SR1 CPSA will create learning communities, established during Leadership Academy, that will focus on STEM infusion and be a focus of the weekly PD.

Content area topics will include but not be limited to: (1) Building Literacy Foundational Skills: Focus on Phonological Awareness and Phonics; (2) Five Components: Focus on Vocabulary, Fluency, and Comprehension; (3) Writing Connected to Text; (4) Center Your Centers; (5) Building Foundational Math Skills; (6) Engaging the Three CCRS Shifts of Math: Focus, Coherent, and Rigor; (7) Connecting Standards Aligned with Eight Math Practices; (8) Aligning Curriculum Resources with Standards; (9) STEM infusion into the core subject areas; and (10) MCCRS deconstruction

Academic Professional Support topics will include but not be limited to: (1) Classroom Instruction; (2) Instructional Strategies; (3) Lesson Planning; (4) Strategies for Teaching Students in Poverty; (5) Response to Intervention; (6) Leadership Development; (7) Coaching and Mentoring; (8) Integrating Technology; (9) Robotics and Engineering; (10) Planting Seeds of Diversity in STEM; (11) ELL Best Practices for Effective Instruction; (12) STEM Infusion Model (13) Observations and Visits to Other Schools; (14) Thematic/instructional unit development with STEM infusion practices; and (15) Integration of content across disciplines. Data Analysis and Management topics will include but not be limited to: (1) Using Data to Close the Achievement Gap; (2) Formative and Summative Assessments; (3) Data Analysis for Informed Decision Making; (4) Data-Driven Instruction; and (5) Becoming a Data-Driven School.

4. Expected Number of Days/Hours for Professional Development Throughout the School Year The sample school calendar was developed to accommodate the expected 10 days for professional development for teachers and other instructional support staff. For all teachers, there will be seven full days of professional development before the start of the school year, two during the course of the year, and one after the school year ends. Similarly, the schedule was created to embed PD. The school's daily schedule was intentionally designed to support the educational program by providing for a 30-minute planning period each day while students attend activities. Other aspects of the professional development plan include:

- Mentoring of novice teachers by experienced teachers will support growth and high-quality teaching.
- Monthly grade levels PLCs will be used to develop projects, plan collaborations, develop themes, review weekly lesson plans, review data and analyze student work.

- Off-campus conferences and trainings and return to share their findings with the faculty.
- Surveys will be used to evaluated PD after each professional learning session.
- Instructional coaching will be used to sustain a culture of continual instructional improvement (frequency is informed by need).
- Classroom observations/walk-throughs conducted by the principal and/or Academic Specialist will provide teachers with feedback that may be used to improve instruction.

Performance Management

1. Plan for using Internal and External Assessments to Measure and Report Progress Against Mississippi Charter School Performance Framework

a. Student Academic Proficiency and Growth: SR1 CPSA will base academic proficiency and growth on ESSA standards as administered by Mississippi Department of Education. The school will use Reading/Language Arts and Mathematics state assessments and other standardized tests, including STAR, in addition to benchmark tests, quizzes, classwork, homework, and attendance data to measure academic growth, and this same data will report if growth requirements are being met. Data will be reviewed monthly and quarterly to assess individual student and subgroups academic proficiency and growth.

b. Achievement Gaps in Both Proficiency and Growth Between Major Student Subgroups SR1 CPSA will assess and report achievement gaps in both proficiency and growth between major student subgroups. The school will use Common Education Data Standards (CEDS) nomenclature to produce growth scores. The school will use Reading/Language Arts and Mathematics state assessments and other standardized tests, such as STAR, benchmark tests, quizzes, homework, and attendance data to indicate proficiency and growth between major student subgroups and individual student growth. Data will be reviewed both monthly and quarterly.

c. Attendance SR1 CPSA's average daily attendance will be 90% or higher. 90% of students who begin the school year will remain through the school year and re-enroll.

d. Recurrent Enrollment from Year to Year SR1 CPSA will use enrollment reports, parent(s)/guardian(s) satisfaction surveys, and attendance reports to document recurrent enrollment from year to year. SR1 CPSA has set the re-enrollment rate at 90%, accounting for attrition.

e. In-School and Out-Of-School Suspension Rates and Expulsion Rates SR1 CPSA will implement Positive Behavior Intervention Services (PBIS) with restorative practice to ensure students (in all grade levels), as well as staff, are provided with an emotionally and physically safe and supportive learning environment supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, and improves student achievement for all students.

f. Graduation and Dropout Rates for Appropriate Multiple-Year Cohorts Not applicable. SR1 CPSA will not serve high school students during this charter term.

g. (For High Schools Only) Student Postsecondary Readiness, Including the Percentage of Graduates Submitting Applications to Postsecondary Institutions, High School Completion, Postsecondary Admission, And Postsecondary Enrollment or Employment: Not applicable. SR1 CPSA will not serve high school students during the charter term.

h. Financial Performance and Sustainability SR1 CPSA will be strategic in implanting financial management practices that meet the financial performance rating and score requirement while promoting positive student outcomes. The school will utilize multiyear budgets and cash flow forecasting to allocate resources and monitor line item growth potential. Monthly review and reporting of the budget versus actual income, income statement, balance sheet, and cash flow statement will occur. For more detail, see Section 3: Financial Plan and Capacity.

i. Governing Board Performance And Stewardship, Including Compliance With All Applicable Laws, Regulations, And Terms Of The Charter Contract The Board will be evaluated on several key factors to assess strengths and weaknesses that focus on staff and student retention, sound leadership in place, a safe and well

equipped facility, a high number of eligible student applications submitted, available slots filled to capacity, staff and parent(s)/guardian(s) satisfaction surveys, student academic proficiency and growth, closing the achievement gaps in both proficiency and growth between major student subgroups, daily attendance rate, in-school and out-of-school suspension rates and expulsion rates, community engagement, financial sustainability, timely decisions on grievances, and adherence to open Board meetings, Public Records Act, and Family Educational Rights and Privacy Act (FERPA).

2. School Plan for Measuring and Evaluating Academic Progress. SR1 CPSA will utilize SR1's Longitudinal Data System, which has been in use since 2015, to store, assess, and report achievement gaps in proficiency and growth between major student subgroups and individual student growth. STAR Reading and STAR Math assessments will be administered once in the Fall, Winter, and Spring, and the results used to guide instruction. Grade-specific Pacing Guides will be developed for each nine-week term, monitored by the Principal for successful implementation, and assessed at the end of each nine weeks. Assessments will be aligned with the Pacing Guide standards and will be developed from an assessment bank. Quizzes, classwork, homework, and benchmark tests will be administered prior to the nine-week assessment. Required state assessments will be administered per Mississippi Department of Education's regulations.

Quizzes, classwork, homework, and benchmark test data will be reviewed weekly by grade level teachers to identify students' proficiency on standards and/or challenges prior to the nine-week tests in order to indicate which standards need to be retaught for which students. Nine-week assessment data will be used to analyze achievement gaps in subgroups, classrooms, and individual students. Teachers will use the nine-week assessment data to develop student action plans and enhance instructional planning. The Principal will utilize the data to monitor student growth and identify additional PD needs of teachers. The Principal, teachers, and Counselor will be responsible for data collection and analysis. Monthly updates on student achievement will be shared at Board meetings and annual reports will be available to the community via print and online.

3. Data Management, Interpretation, and Professional Development for Teachers: The Principal will be responsible for managing data, interpreting data, and leading professional development to improve student achievement. The STEM Instructor, special education coordinator and ELL teacher will also lead PD for their respective areas of expertise.

4. School Leadership and Professor Training and Support: Teachers and support staff will receive intensive professional development on interpreting and utilizing data in developing action plans during the PD prior to the start of the academic year. Data meetings will be held during the school year to review new data once it is received. Teachers and the principal and/or Academic Specialist will meet bi-weekly to discuss, create, and implement action plans for areas of deficiency. Additional support (i.e. coaching, monitoring) will be provided by the Academic Specialist to teachers whose data indicates students are struggling to perform. The Principal will be responsible for reporting the action plans to the ED.

5. Corrective Actions for Low Student Academic Achievement Expectations or Goals: Any data that indicates cause for concern (e.g. poor academic performance, persistence of an achievement gap, low performance from any disaggregated group, or failure to meet and maintain enrollment targets or goals) will trigger corrective action, such as development of a corrective action plan to document how the situation will be addressed, the timeline for implementation, the key players, and an evaluation plan. The ED will determine and designate who will be responsible for implementing the corrective actions that may include: design and employ an aggressive attendance intervention plan modify and apply a new discipline policy replace and/or hire new school staff extend the school day/re-organize school day schedule implement new curriculum and or instructional materials adapt research-based interventions provide targeted PD enlist guided parental involvement contract with external entity for provision of services deemed necessary or develop and implement new policy.

Facilities

1. Basic Facilities Requirements: It is SR1 CPSA's belief that people are clearly affected by their environment. To develop a college preparatory and STEM learning environment that goes beyond simple functionalism, one must have a certain concern for and awareness of the well-being of the staff and students. For the past several years SR1 has studied, visited and worked with leading charter school architectures and designers who specialize in

using the science of learning in the educational school design process of the "Adaptive Learning Environment," which is for multiple types of learners. The goal for a facility is to design a "Learning Building." The learning building connotes both a building that supports student learning in a cutting-edge way (a building for learning) and a building that can be adapted to meet students' and teachers' needs as those needs evolve (the building itself "learns"). SR1 CPSA will require facility space that will require about 10,000 square feet of space to accommodate 150 students for the first year of operation and add space at an average of about 90 SF/Student with a minimum of 6 general classrooms added per year until capacity is met. Facility space will meet ADA requirements. Minimum administration space will include a reception space, administrators' offices, storage for school records, storage for supplies, work rooms, and toilets. The total square footage will be determined when the leadership team begins to finalize the facility search once the charter is approved. With 450 students at capacity, we estimate that we will need about 40,000 square feet. Even though this is about 15% - 20% less space than national averages, we expect a highly efficient design and will ensure that our students have opportunities comparable to the best schools in the region.

2. Other Significant Facility Needs: SR1 CPSA's facility will have access to green space to ensure students have a safe physical fitness space. Meeting space for parent(s)/guardian(s)/guardian meetings, school plays, and other large assemblies will be held at Millsaps College if applicable. SR1 has an established eight-year partnership with Millsaps College, and Canton parent(s)/guardian(s) and students who have participated in SR1 services have identified Millsaps College as a safe and accessible location to meet.

3. Process for Identifying and Securing a Facility: SR1 CPSA will utilize the expertise of a facilities designer and architect (Wheeler Kearn) to build an innovative facility. For facility forecasting purposes, SR1 is using conservative and worst case financial and external circumstances (weather, permits, soil sampling, etc.) versus aggressive forecasting.

Aggressive	Phase I of facility can be built in 9 months
Conservative	Phase I facility will not be built within 9 months, but will utilize temporary accommodations on land.
Worst Case	Will utilize temporary teaching facility in Canton until Phase 1 is complete

The Board will secure funding from a FDIC financial institution and/or through fundraising efforts and will continue to work with Carla Palmer-Allen real estate services to secure a location. SR1 CPSA's facilities will be designed in a manner consistent with health and safety regulations and the standards of a good design. The Board will be responsible for ensuring the design and/or renovation of facilities, along with environmental health and safety requirements, are appropriate, as well as the health and safety review of facility concepts, designs, and plans. The timeline for identifying and securing the facility is the following:

4. Intent to Secure Facility. SR1 CPSA does not currently hold a facility or have an MOU to secure a specific facility. See Attachment 18.

Date	Activity
Sept. 2020	Receive Charter Authorization
Oct. 2020	Finalize SR1 Community Learning Center School Location
Nov. 2020	Purchase Land Area
Nov. – June 2021	Design SR1 Community Learning Center School
July 2021	Begin Building K-5 Community Learning Center School
July 2022	SR1 School Learning Center Completion
Aug. 2022	1st Students Arrive

Start-Up & Ongoing Operations

1. Start-Up Plan: A start-up plan is provided in Attachment 19.

2. Transportation Plan: SR1 CPSA's transportation plan complies with all federal and state safety requirements for ADA compliant, certified and trained drivers and vehicles. As does SR1, the school will contract with a private vendor in order to serve in-district students who need transportation for daily transportation and fieldtrips. Additionally, commercial transportation vehicles will be utilized for smaller group transportation activities. The plan also includes appropriate behavior on school buses. Safety on school buses at all times for the students and drivers will be a priority of SR1 CPSA. Therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus: first incident, a warning is issued; second incident, the student will not be allowed to use the bus for one day; third incident, the student will not be allowed to use the bus for an entire school week; fourth incident, the student will be prohibited from using the bus for the remainder of the school year. The Director of Operations will oversee transportation services.

3. Plan for Safety and Security for Students, Facility, and Property: Safety and security for our students, staff, and anyone on school property is a priority for SR1 CPSA. Safety and security training inform staff of daily safety procedures and practices that are established to protect the school and students, including handling emergency situations as defined in the safety plan. The ED shall maintain a comprehensive safety and security crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan specifically includes provisions for: identifying building response team roles; injury prevention; first aid, CPR, and AED; bomb threats, weapons and explosives on campus; school safety drill program (i.e. tornado, fire, intruder/active shooter, lock-down, ground tremors); instruction in safe bus riding practices; emergency evacuation and/or early dismissal; post-crisis management; and off-campus emergencies. The school will be equipped with security lighting and an in-building alert bell system to protect students and staff.

The school will have the data/technology resources needed to support the data management and information systems requirements. The resources include state-of-the-art Internet technology on fiber optic cables and a variety of licenses for software packages that will enable low-cost support and protection for the management of data/technology information and protocols relative to the school. Data management will be housed in a cloud-based application. School property will be inventoried and tagged with a school security tag. Employees will have to sign for inventory assigned to their classroom, office area, and for mobile technology that is checked-out from the Librarian.

4. Insurance and Basis for Assumptions: SR1 CPSA will secure Board of Trustees Insurance, Workers Compensation, liability, and transportation coverage. The assumptions and $30,000 are based on quotes for similar insurance that SR1 is currently receiving.

Insurance Coverage	Coverage Amount
General Liability	$1,000,000 per occurrence
Business Personal Property	$500,000
Electronic Data Processing	$78,000
Trustees and Officers Liability	$1,000,000
Transportation	$1,000,000 uninsured, $1,000,000 combined single, $5,000 medical
Workers Compensation & Employer Liability	$1,000,000 for bodily injury and $1,000,000 for bodily injury by disease
Abuse and Molestation	$1,000,000 per occurrence

Operations Capacity

1. Individual and Collective Qualifications for Successful Implementation of the Operations Plan:
Mr. Tamu Green is SR1's President/CEO and will report directly to the school's Board of Trustees. Mr. Green is responsible for implementing the board's plan and policies; managing programs and general operations; hiring and supervising staff; monitoring and managing finances and accounting; reporting information about the organization's activities to the board; advising the board on policy and program issues; assisting committees with program and fiscal policy development; serving as a liaison between staff and the board, and communicating with the school's constituency. Mr. Green possesses the capacity to collectively build the human and financial sustainability of the school. Under the guidance of Mr. Green as President/CEO, SR1's business plan goal in 2011 was able to achieve a compound growth rate of 36.2% over 10 years from 2011-2021. Mr. Green reached the growth rate before the 10-year period ended. He has expertise in human resource management, strategic planning, and community engagement and mobilization.

Ms. Hutton has over ten years of experience in human resources, financial planning and monitoring, policy development, staff supervision and evaluations, report writing, curriculum development, facilities management,

community engagement, coalition development, grant writing, data collection and analysis, managing contractors, service delivery quality assurance, and funding compliance. Mrs. Hutton is a certified facilitator on cultural competency, recruitment and retention, serving students and families in poverty, needs assessment, community engagement, and community mobilization.

2. Organization's Capacity and Experience in Facilities Acquisition and Management:

Gregory Tamu Green oversaw the acquisition and renovation of SR1's 5,000 plus square feet Think Center for students' out-of-school time learning activities. The leadership team worked with a local architect firm to obtain a computer-aided design (CAD) designed floor plan that would promote an active engaging learning atmosphere. A licensed and bonded construction company served as the project management team and oversaw all aspects of the renovation, including financial oversight and subcontracts. SR1 leadership actively participated in all phases of the renovation until the certificate of occupancy was received. The project remained on schedule during the process. The outcome was a science room, engineering room, technology room, math/conference room, library and common meeting space, two restrooms, four staff offices, and a kitchenette.

Endnotes

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[1] http://www.superintendents.ms/images/AccountabilityOverview91219.pdf
[1] https://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm
[1] 2016 U.S. Census, Canton City, Mississippi, Educational Attainment. American Fact Finder, United States Census Bureau. May 7, 2018.
https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF.
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[1] 2016 U.S. Census, Canton City, Mississippi, Selected Economic Characteristics. American Fact Finder, United States Census Bureau. May 7, 2018.
https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF.

[1] https://www.brookings.edu/wp-content/uploads/2016/06/0319_school_disadvantage_isaacs.pdf
[1] https://www.educationworld.com/a_issues/issues108.shtml
[1] https://www.americanprogress.org/issues/poverty/news/2011/10/20/10547/fighting-the-war-on-poverty-with-early-childhood-education/
[1] Zipporah Miller, Michael J. Padilla, and Michael E. Wysession, Elevate Science™, (Boston, Massachusetts; Chandler, Arizona; Glenview, Illinois; New York, New York; Pearson Education, 2019).
[1] Based on the best practices provided by Community Training & Assistance Center and Washoe County School District
[1] https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro_M1_Reading_What_Is_DI.pdf
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[1] Geier et al., 2008; Gordon, Rogers, Comfort, Gavula, and McGee, 2001; Kolodner et al., 2003; Lee, Buxton, Lewis, and LeRoy, 2006; Liu, Hsieh, Cho, and Schallert, 2006; Lynch, Kuipers, Pyke, and Szesze, 2005; Marx et al., 2004; Schneider, Krajcik, Marx, and Soloway, 2001
[1] https://www.edutopia.org/stw-college-career-stem-research
[1] https://www.edsurge.com/news/2015-05-19-five-ways-to-mentor-students-in-stem

SECTION 3: Financial Plan & Capacity

Financial Plan

1a. Financial Planning: SR1 CPSA will use the Sorenson-Goldsmith Integrated budget model that provides a purposeful map for a successful meaningful school financial plan by integrating vision, planning budgeting. The process involves SR1 CPSA community-oriented model by considering diversity of stakeholders which include parent(s)/guardian(s), faculty, paraprofessionals, community members, and students.

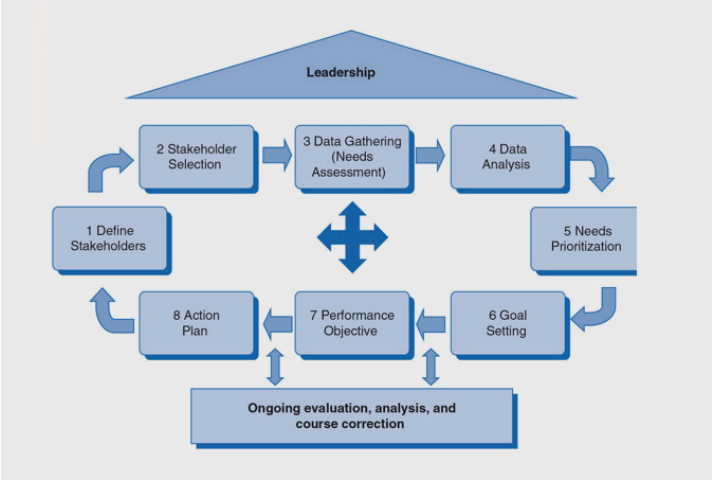

Figure 1- Sorenson-Goldsmith Model - Source The Principals Guide to School Budgeting

The budget model includes systems, policies and processes the school will use for financial planning. The financial plan is more than implementing and utilizing effective, efficient, and essential fiscal practices. The budget development process is an integral part in visioning and planning from which all members of the learning community have a voice, a stake, and a right to impact the academic success of students as it expresses the kind of educational program the community is willing to support, financially and morally. Academic integrity demands that the stakeholders examine the actions dictated by the data and ensure the goals align with the financial plan.

1b. Accounting Standards Overview. SR1 CPSA will follow generally accepted standards for fiscal management making a commitment to GAAP principles. The guidelines provide guidance as to the most accepted way of handling various accounting transactions. Standards of GAAP will be used to set up and manage accounting systems and develop financial reports. GAAP compliant records and reports will be kept according to these standard practices. By following GAAP principles, the school will not have untrained or inexperienced personnel inventing a system of keeping records in a non-standard manner. Since all licensed CPAs are trained in GAAP procedures, SR1 CPSA will seek to have a CPA with public school industry experience advise or review our bookkeeping/accounting procedures more frequently in the early phase of the school's existence. SR1 CPSA will have controls in place that allow for a timely and efficient audit.

1c. Purchasing Overview: All purchases over five thousand ($5,000) will be required to have documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Principal or Executive Director shall not approve purchase orders or check requests lacking such documentation and must comply with the school's procurement policy. Documentation shall be attached to all check and purchase order requests showing that at least two (2) vendors were contacted and such documentation shall be maintained for three (3) years. If specialty goods are not available through multiple vendors, documentation may include this information in lieu of a cost comparison. The Principal, Executive Director or designee may purchase supplies, materials, equipment, and services up to the amounts specified in the approved budget or per an approved Board action, while ensuring the abovel and below procedures are followed.

1. The Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Board must also approve contracts over $5,000.

2. The Executive Director must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than $500 (format to be provided by ED), must be signed by the Executive Director and submitted with the related invoice.

3. When approving purchases, the Executive Director must:
a. Determine if the expenditure is budgeted
b. Determine if funds are currently available for expenditures (i.e. cash flow)
c. Determine if the expenditure is allowable under the appropriate revenue source
d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
e. Determine if the price is competitive and prudent. All purchases over $5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide the ED with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The Executive Director may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director and/or Board.
a. The school card will be kept under locked supervision in the Executive Director's office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Executive Director.
b. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
c. Credit cards will bear the names of both SR1 CPSA and the Executive Director.
d. Debit cards are not allowed.
1c. Payroll: SR1 CPSA Finance Manager will be responsible for overseeing employee files, including but not limited to: employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a semi-monthly basis or frequency that aligns with the school's pay period frequency, the Finance Manager will submit any new payroll information to the contracted payroll service provider (e.g. Paychex). The back-office firm will then collate all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through the utilized payroll provider. Once the Finance Manager has approved payroll, the payroll provider will process the payroll and coordinate delivery. On a quarterly basis, the payroll provider will also be responsible for all of the required tax reporting to IRS and any state agencies.
1e. Strong Internal Controls and Ensuring Compliance and Internal Controls: SR1 CPSA will have strong and best practices in place and ensure that they are uniformly carried out. SR1 CPSA Board of Trustees will be aware of what strong financial practices look like and how best to implement appropriate controls and practices. SR1 CPSA will:

1. Create and Practice a Culture of Fiscal Accountability
SR1 CPSA will:

- Create a financial policies and procedures manual and a written code of fiscal conduct, which is shared with all employees.
- Commit to compliance -the board must ensure that the school as a whole is carrying out articulated financial policies.

2. Ensure Transparency and Accountability

- Establish multiple layers of accountability in the reporting structure.
  There will be multiple layers of financial oversight. SR1CPSA Board will arrange for layers of accountability. Staff who oversee bank accounts and other assets, and who process and track accounts receivable and payable, will report to a business or finance or operations manager who oversees these tasks. The finance manager will report to the Executive Director, who reports directly to the Board of Trustees.
- Separation of duties.
  No single individual will have control over two or more phases of a financial transaction or business operation. Since the school will start small, SR1 CPSA will outsource payroll activities, some bookkeeping, and provide monthly financial reports for board review and approval.

- Introduce a checks and balances policy.
  SR1 CPSA will require multiple signatures on all checks and disbursements over a determined threshold and every authorization of payment.

3. Practice Proper Procurement and Contracting

Conflict of interest policy. SR1 CPSA will guard against any potential self-dealing transactions through which school staff or board members could benefit financially from contracts with the school. The policy will articulate full disclosure, board abstention from discussion and voting, and staff abstention from decision-making.
Institute a procurement policy. In line with SR1's core value of "Doing more with less," SR1 CPSA will establish evidence of market rate compensation through comparative shopping for services or multiple bids, arm's length negotiation, and board independence. There will be threshold amounts for purchases that require board approval.

4. Restrict Access to Funds

- Credit card policy.
  SR1 CPSA will restrict credit cards usage to a limited number of staff members. The school will ensure that any school-issued credit cards are used only for viable school purposes and not for personal expenses. The credit limit will be monitored to remain at a sufficiently low level. The school will seek to avoid using debit cards because they are cash equivalents.
- Fund disbursement policy.
  Authority to expend funds on behalf of the school will be limited to a few individuals, each of whom will be thoroughly vetted and is subject to transparency and accountability requirements. Disbursements will require a vendor invoice, a receiving document, and appropriate purchase approval.
- Policy for cash receipt and disbursement.
  Documentation such as pre-numbered receipts should verify all funds collected. All cash will be stored in a secure location before deposit, and deposits will be made promptly. Cash transaction registers should track all sales.
- Reimbursement policy.
  Reimbursement of expenses will be prudent, transparent(s)/guardian(s), and subject to the school's standard financial practices. The school will adopt federal General Services Administration (GSA) or state reimbursement rates for expenses on charter school business to ensure that expenses are within a reasonable range.

5. Inspect Human Resources

- Review salary schedule of highly-compensated employees.
  The Board will be responsible for reviewing and approving staff salaries and school leaders' compensation. They will ensure the salary structure aligns with industry standards and is not excessive when compared to other charter schools. If salaries are higher, the board should properly document the reasons for the variance, as charter school salaries may differ from those in traditional public schools for legitimate reasons.
- Ensure that the appropriate systems for employees are in place.
  The Board will ensure that management maintains appropriate human resources systems such as hiring (e.g. conducting federal and state background checks on all potential employees before making an offer) and payroll (ensuring accurate reporting of employee hours).

6. Review and Maintain Accurate Records and Accounts

- Understand accounting standards.
  SR1 CPSA will be fully familiar with statewide accounting standards and the more restrictive Financial Accounting Standards of other states (e.g. Financial Accounting Standards of Mississippi Department of Education, the more restrictive Government Accounting Standards Board in others states such as New Jersey and the still more restrictive controls in Hawaii that regulate charter schools as governmental entities).
- Verify enrollment figures through site visits or by conducting board meetings at the school.
- Reconcile financial records to prevent accounting fraud; Document all transactions; Review of bank accounts and reconciliation.
  Authority to open and close accounts should be restricted, and the board will monitor account statements monthly to ensure that fraud does not persist and for the presence of unknown accounts. All transactions will be reconciled to the general ledger on a monthly basis.

7. Ensure proper external audits

- Contract an external auditor.
  The school will annually contract with an external auditing firm, which will conduct an independent audit of the school's financial records, including a sampling of transactions and other metrics and compare self-reported financials to audited financials, looking for any discrepancies, misrepresented revenues or expenses and any unreconciled or unrecorded liabilities.

8. Protect and Encourage Whistleblowing

- Create whistleblower reporting procedures.
  Tips from internal sources are the main method of fraud detection for all organizations. The school will clearly communicate internal reporting procedures for fraud or misconduct. Allowing anonymous complaints may increase the likelihood of reporting but should prompt as much detail as possible because follow-up may be difficult.
- Institute a whistleblower protection policy.
  A clearly communicated policy protects any individuals who reports suspicious activity from retaliation by school management.

9. Implement Automated Controls

- Turn on automatic notifications.
  SR1 CPSA will ensure that multiple board members and administration receive electronic notifications for particular bank account activity and balance thresholds.

2. Describe the Roles and Responsibilities of the School's Administration and Governing Board for School Finances and Distinguish Between Each.

The school will operate the system in a fiscally sound manner. Differing administrators with differing titles and responsibilities— Principal, Executive Director, and finance manager— will help in making budgetary decisions. The Executive Director will serve as the school's budget manager and by working in collaboration with a site-based decision making (SBDM team) will ensure that input is given.

- Directs and reviews the administration of financial activities involving the preparation, administration, and control of the annual budget and all special fund budgets.
- Directs and reviews the administration of financial activities pertaining to the budget development and administration, including maintenance of financial and position records and controls and functional supervision over financial management of student body activities in all schools.
- Participates with other administrators in the formulation of district policies and plans and advises district administrators and others of the financial, procedural, and related implications of programs and proposed changes in laws, rules, policies, and procedures.
- Directs, reviews and participates in the analysis of laws, rules, regulations, opinions and decisions that affect the financial activities of the district.
- Directs, reviews, and participates in the analysis of investments.

Governing Board

The SR1 board is the governing authority of SR1 CPSA. It has ultimate responsibility for the school's financial stability and integrity. A charter school authorizer permits each charter school to operate as a public school. Because the entire board oversees the charter, each board member, not just the treasurer or members of the finance committee, has a fiduciary responsibility. Among other roles, the board has the responsibility to ensure:

- Effective financial oversight;
- Realistic budgeting and monitoring of budgets;
- Appropriate internal controls and procedures;
- Timely and accurate financial reporting; and
- Provide adequate financial resources to:

1.Help establish priorities for the financial management of the school.
2. Provides the Executive Director and Principal with the Board's priorities in the development of the budget.
3. Explores with the district auditor the internal controls of the school.
4. Reviews the budget on a monthly basis and adjusts as needed.
5. Reviews and approves the monthly bills.

Compared to authorizers, governing boards have a greater degree of information and authority over the financial state of their schools. They are best positioned for the prevention, early identification, and management of problems, should they arise.

SR1 CPSA will partner with both their advisory board and the school's management to ensure the proper communication of policies throughout the school. However, the Board will remember to focus exclusively on fiduciary governance rather than day-to-day financial management. A clear division of roles between the Board and school administration will facilitate the successful functioning of the SR1 CPSA. In this way, SR1 CPSA, as a whole, can better serve the public to whom they are ultimately accountable.

3. Describe the School's Plans and Procedures for Conducting an Annual Audit of the Financial and Administrative Operations of the School.

Audit: In the state of Mississippi on an annual basis all charter schools must contract with an independent approved certified public accountant or accounting firm to complete an audit of the school's financial information no later than July 31st. Each spring, the Board will solicit bids for these services and evaluate firms by their experience, expertise with charter schools, reputation, cost, and presentation to the Board an overview of the audit process as well as the roles and responsibilities of all involved parties. When the audit process begins, the Finance Manager and the back-office provider will ensure that the audit firm has access to all necessary financial and non-financial information and records maintained by the school in advance of audit fieldwork. During the course of the audit fieldwork, other documents requested by the firm will be provided in a timely manner.

After the audit is complete, the Board, the Finance Manager, Principal, and the Executive Director will review the audit report and management letter. In addition, the audit firm will be asked to present its findings to the Board. Should the audit report or management letter include any negative findings, including but not limited to material weakness or significant deficiencies, SR1 CPSA will create a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded on to the MS Charter School Authorizer Board as required.

Administrative Operation: The Board, Executive Director, Principal and finance manager will provide fiscal oversight through monthly review of financial statements and dashboard metrics. The Executive Director will be responsible for the school's financial management under the Board and will oversee the preparation of the budget by the school Finance Manager and Principal. The Board will be responsible for approving all fiscal policies and regulatory oversight. The Board will adopt the school's fiscal policies once the charter is approved.

Financial statements and dashboard metrics will be reported to the Board on a monthly basis. All annual budgets and interim modifications will be approved by the Board. At every board meeting, the board will review the financial report submitted by the Executive Director and Finance Manager. The Board will review and compare the budget to actual revenues and expenses on a regular basis, and will follow up on inquiries that may result on budgetary actions. The Board will monitor matters that could affect the school's financial status or financial reports.

4. Financial Transparency to The Authorizer and The Public, Including Plans for Public Adoption of Its Budget and Public Dissemination of Its Annual Audit.

Financial Transparency: As previously stated the audit firm will be selected from SR1 CPSA approved auditor list. The audit will be conducted according to the Government Auditing Standards. Completed audit will be adapted by school Board then a copy will be filed by SR1 CPSA administration in accordance with requirements outlined in the SR1 CPSA fiscal policy handbook. SR1 CPSA will post financial information from the past three years on the school's website, such as a copy of the organization's recent IRS Form 990, audited financial statements and annual reports, and mail to the authorizers as applicable.

5. Describe Any Services to Be Contracted, such as Transportation, Business Services, Payroll, And Auditing Services, Including the Anticipated Costs and Criteria for Selecting Such Services.

Services to be Contracted: To date, SR1 CPSA has not yet negotiated final contracts for any outsourced functions. SR1 has over seven years of experience of negotiating the cost-effective evaluations of in-house vs outsourced functions. Such factors such as cost of warranties, maintenance, value over multiple years, and insurance are such major considerations for our decisions. SR1 CPSA will contract bus transportation for school days and field trips (~$37,500), technology services (~$28,000), payroll (~$7,000). The Board will solicit bids for these services and evaluate firms by their experience, expertise with charter schools, reputation, cost, and presentation.

6. Describe the School's Plans for Liability Insurance to Indemnify the School, Its Board, Staff and Teachers Against Tort Claims.

School's Plan for Liability Insurance: SR1 CPSA will maintain insurance coverage in adequate amounts recommended by an insurance broker according to Mississippi and Federal rules and regulations for schools and non-profit organizations. Coverage will be evaluated by the school administration annually to assure appropriate coverage is obtained for school operations and will be approved by the Board. SR1 CPSA will seek quotes from insurance brokers to find the most reasonable insurance plans. Following are the insurance coverage limits currently by Ross and Yerger, the insurance agency for SR1. We will seek liability insurance coverage as shown below.

Insurance Coverage	Coverage Amount
General Liability	$1,000,000 per occurrence
Business Personal Property	$500,000
Electronic Data Processing	$78,000
Trustees and Officers Liability	$1,000,000
Transportation	$1,000,000 uninsured, $1,000,000 combined single, $5,000 medical
Workers Compensation & Employer Liability	$1,000,000 for bodily injury and $1,000,000 for bodily injury by disease
Abuse and Molestation	$1,000,000 per occurrence

7. Please see Attachment 20 Financial Plan Workbook 8. Please see Attachment 21 Budget Narrative

Financial Management Capacity

1. Describe the Applicant Team's Individual and Collective Qualifications for Implementing the Financial Plan Successfully, Including Capacity in Areas Such as The Following: Financial Management; Fundraising and Development; And Accounting and Internal Controls.

Qualifications for Implementing the Financial Plan. Mr. Gregory Tamu Green, proposed executive director has over 10 years of experience in fiscal planning and monitoring with strong internal controls and oversight for ensuring compliance. He has managed over $11 million dollars in grants funds at the federal, state, local and foundation levels and has successfully implemented financial controls at SR1 which has resulted in compliance with all funders and sound financial standing from external financial audits. Ms. Janelle Graham, proposed board treasurer will lead the finance committee. She has over 15 years of financial experience at the private, state, and institutions of higher learning level. Ms. Graham is knowledgeable in budget development and monitoring, forecasting, financial planning and internal controls. Ms. Dorlisa Hutton, proposed Director of Operations, has over eight years of experience in financial management inclusive of budget development and monitoring, accounting and internal controls, and forecasting. Ms. Hutton has managed over five million dollars in state and federal funds. The team possess the capacity to will lead the SR1 CPSA team in minimizing the financial risks and challenges associated with developing a high-quality charter school. During formative research, the team has identified lack of financial health and fraud as the financial challenges that inhibit implementation of a successful charter school model.

Attachment 1: Curriculum Summary Table

Content Area	Publisher/Product	Rationale for Selection
Grade Level: K		
ELA	*myView Literacy* by Pearson School	*myView Literacy* systematically builds skills and establishes a foundation for reading. The curriculum will strengthen each student's ability to read for understanding with the use of weekly routines that guide students through close reading and build comprehension through text-based questions and higher-order thinking skills.
Math	*enVisionmath2.0 Common Core* by Pearson School	The instruction models are student-centered, relevant, and focused. *EnVisionmath2.0* is organized to help students focus on clusters of Common Core standards within a grade. *EnVisionmath2.0* is built on proven research and results validated by What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, independent and collaborative learning.
Science	*Elevate Science* by Pearson School	Pearson School's *Elevate Science* curriculum encourages blended interactive learning. The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards and will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. This curriculum will elevate student cognition as they will investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas.
Social Studies	*myWorld Interactive*™ by Pearson School	*MyWorld Interactive*™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship.
Grade Level: 1		
ELA	*myView Literacy* by Pearson School	The First Grade Edition is a continuation from a blended courseware by Pearson School. By keeping the same courseware developer, the transition to a higher content level is smoother due to background knowledge stemming from previous editions.
Math	*enVisionmath2.0*	The instruction models are student-centered, relevant,

Content Area	Publisher/Product	Rationale for Selection
	Common Core by Pearson School	and focused. *EnVisionmath2.0* is organized to help students focus on clusters of Common Core standards within a grade. *EnVisionmath2.0* is built on proven research and results validated by What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, independent and collaborative learning.
Science	*Elevate Science* by Pearson School	Pearson School's *Elevate Science* curriculum encourages blended interactive learning. The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards and will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. This curriculum will elevate student cognition as they will investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas.
Social Studies	*myWorld Interactive*™ by Pearson School	*MyWorld Interactive*™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship.
Grade Level: 2		
ELA	*myView Literacy* by Pearson School	The Second Grade Edition is a continuation from a blended courseware by Pearson School. By keeping the same courseware developer, the transition to a higher content level is smoother due to background knowledge stemming from previous editions.
Math	*enVisionmath2.0 Common Core* by Pearson School	The instruction models are student-centered, relevant, and focused. *EnVisionmath2.0* is organized to help students focus on clusters of Common Core standards within a grade. *EnVisionmath2.0* is built on proven research and results validated by What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, independent and collaborative learning.
Science	*Elevate Science* by	Pearson School's *Elevate Science* curriculum

Content Area	Publisher/Product	Rationale for Selection
	Pearson School	encourages blended interactive learning. The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards and will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. This curriculum will elevate student cognition as they will investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas.
Social Studies	*myWorld Interactive*™ by Pearson School	*MyWorld Interactive*™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship.
Grade Level: 3		
ELA	*myView Literacy Common Core* by Pearson School	The Third Grade Edition is a continuation from a blended courseware by Pearson School. By keeping the same courseware developer, the transition to a higher content level is smoother due to background knowledge stemming from previous editions.
Math	*enVisionmath2.0 Common Core* by Pearson School	The instruction models are student-centered, relevant, and focused. *EnVisionmath2.0* is organized to help students focus on clusters of Common Core standards within a grade. *EnVisionmath2.0* is built on proven research and results validated by What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, independent and collaborative learning.
Science	*Elevate Science* by Pearson School	Pearson School's *Elevate Science* curriculum encourages blended interactive learning. The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards and will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. This curriculum will elevate student cognition as they will investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas.

Content Area	Publisher/Product	Rationale for Selection
Social Studies	*myWorld Interactive*™ by Pearson School	*MyWorld Interactive*™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship.
Grade Level: 4		
ELA	*myView Literacy* by Pearson School	The Fourth Grade Edition is a continuation from a blended courseware by Pearson School. By keeping the same courseware developer, the transition to a higher content level is smoother due to background knowledge stemming from previous editions.
Math	*enVisionmath2.0 Common Core* by Pearson School	The instruction models are student-centered, relevant, and focused. *EnVisionmath2.0* is organized to help students focus on clusters of Common Core standards within a grade. *EnVisionmath2.0* is built on proven research and results validated by What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, independent and collaborative learning.
Science	*Elevate Science* by Pearson School	Pearson School's *Elevate Science* curriculum encourages blended interactive learning. The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards and will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. This curriculum will elevate student cognition as they will investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas.
Social Studies	*myWorld Interactive*™ by Pearson School	*MyWorld Interactive*™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship.
Grade Level: 5		
ELA	*myView Literacy*	The Fifth Grade Edition is a continuation from a

Content Area	Publisher/Product	Rationale for Selection
	by Pearson School	blended courseware by Pearson School. By keeping the same courseware developer, the transition to a higher content level is smoother due to background knowledge stemming from previous editions.
Math	*enVisionmath2.0 Common Core* by Pearson School	The instruction models are student-centered, relevant, and focused. *EnVisionmath2.0* is organized to help students focus on clusters of Common Core standards within a grade. *EnVisionmath2.0* is built on proven research and results validated by What Works Clearinghouse. It demonstrates a statistically significant increase in student achievement above and beyond other math programs. The curriculum supports problem-based adaptive learning, visual learning, independent and collaborative learning.
Science	*Elevate Science* by Pearson School	Pearson School's *Elevate Science* curriculum encourages blended interactive learning. The curriculum is governed by the Common Core standards as well as the Next Generation Science Standards and will facilitate inquiry-based teaching by integrating 5E Learning (Engage, Explore, Explain, Elaborate, & Evaluate) with the 21st Century Competencies. This curriculum will elevate student cognition as they will investigate real world problems, synthesize knowledge in new situations, and demonstrate deep comprehension of core ideas.
Social Studies	*myWorld Interactive*™ by Pearson School	*MyWorld Interactive*™ encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. This curriculum implements activity-based learning, literacy connections, and various instruction options. Project-based learning creates rich inquiry experiences that develop skills for active and responsible citizenship.

Attachment 2: Scope and Sequence

SR1 CPSA Core Academic Program Scope and Sequence Summary					
Grade	ELA	MATH	SCIENCE	SOCIAL STUDIES	
K	Letter Recognition; Consonants; Consonants blends; Short & Long Vowels	Numbers; Compare Numbers; Classify & Count Data; Understand Addition; Understand Subtraction; Identifying & Describing Shapes; Analyze, Compare, & Create Shapes; Describe & Compare Measurable Attributes	Physical Science: Forces & Interactions: Pushes & Pulls; Matter Earth Science: Interdependent Relationships in Ecosystems: Animals, Plants, & their Environment; Sunlight; Earth's Weather & Climate; Life Science Needs of Living Things; Environments Engineering Design	Learning & Working Together; National & State Symbols; Work Now & Long Ago; Geography of the Neighborhood; Time & Chronology; Learning About the Past	
SR1 CPSA Non-Core Academic Program Scope and Sequence Summary					
Grade	MUSIC	P.E.	COMPUTER	LIBRARY	ART
K	Generate musical ideas; Choose favorite musical ideas; Analyze musical performances	Locomotor and non-locomotor skills; Physical activity for health; Exhibits personal and social behavior	Select and operate appropriate software to perform a variety of tasks of computing systems; Work respectfully and responsibly online.	Formulate questions about a personal interest or current topic; Recall prior and background knowledge; Use evidence; Engage in sustained inquiry;	Engage in exploration and imaginative play; Engage collaboratively in creative art-making; Build skills in various media; Describe what an image represents;

				Responsibly apply information, technology, and media to learning; Collaboratively identify innovative solutions; Collect information	Create art that tells a story

SR1 CPSA Core Academic Program Scope and Sequence Summary				
Grade	ELA	MATH	SCIENCE	SOCIAL STUDIES
1	Consonant sounds; Inflected Endings; Short & Long Vowels; Constant Diagraphs; Syllable Patterns; Consonant Patterns; Adding Vowel Endings; Compound Words, Contractions Vowel Diagraphs; Three-Letter Consonant Blends; Diphthongs; Suffixes & Prefixes	Mathematical Practices; Solve Addition & Subtractions to 10; Addition & Subtractions fluency; Addition Facts to 20; Subtraction Facts to 20; Addition & Subtraction Equations; Represent & Interpret Data; Extended Counting Sequence; Understanding Place Value; Comparing two-digit numbers; Measure Lengths; Time; Reason with Shapes & their Attributes; Equal Shares of Circles & Rectangles	<u>Physical Science</u> Waves: Light & Sound <u>Earth Science</u> Sky & Earth; Weather & Seasons Space Systems: Patterns & Cycles <u>Life Science</u> Living Things; Parents & Offspring <u>Engineering Design</u> Structure, Function, & Information Processing	Rights & Responsibilities of Citizens; Geography of the Community; Symbols & Traditions of the United States; Life Long ago & Today; One Nation, Many People; Working in the Community

SR1 CPSA Non-Core Academic Program Scope and Sequence Summary					
Grade	MUSIC	P.E.	COMPUTER	LIBRARY	ART

1	Generate musical ideas; Choose favorite musical ideas; Analyze musical performances	Motor skills and movement; Physical activity for health; Exhibits personal and social behavior	Select and operate appropriate software to perform a variety of tasks; Collect data; Work respectfully and responsibly with others online.	Formulate questions about a personal interest or current topic; Recall prior and background knowledge; Use evidence; Engage in sustained inquiry; Responsibly apply information, technology, and media to learning; Collaboratively identify innovative solutions; Collect information	Engage collaboratively in exploration and imaginative play; Use art vocabulary; Compare images that represent the same object; Develop and refine artistic techniques; Relate artistic ideas and works with societal, cultural, and historical context
SR1 CPSA Core Academic Program Scope and Sequence Summary					
Grade	ELA	MATH	SCIENCE		SOCIAL STUDIES
2	Short & Long Vowels; Consonant Blends; Inflected Endings; Constant Digraphs; Contractions; Plurals; Vowel Digraphs; Vowel Patterns; Compound	Fluently Add & Subtract with 20; Work with Equal Groups; Add within 100 Using Strategies; Fluently Add & subtract within 100; Evaluating Time & Money; Numbers to 1000; Add and subtract within 1000 using models & strategies; Measuring Length; Graphs & Data; Shapes & their Attributes	<u>Physical Science</u> Structure & Properties of Matter; Changing Matter <u>Earth Science</u> Earth's Water & Land; Earth's Processes <u>Life Science</u>		Families Today & in the Past; People, Places, & Nature; Government; People who Supply Goods & Services; Making a Difference; American Culture

	Words; Comparative Ending; Final Syllables; Suffixes & Prefixes			Plants & Animals; Habitats; Interdependent Relationships in Ecosystems; Engineering Design	
SR1 CPSA Non-Core Academic Program Scope and Sequence Summary					
Grade	MUSIC	P.E.	COMPUTER	LIBRARY	ART
2	Improvise rhythmic and melodic patterns; Choose favorite musical ideas; Analyze musical performances	Motor skills and movement; Physical activity for health; Exhibits personal and social behavior	Select and operate appropriate software to perform a variety of tasks; Collect data; Work respectfully and responsibly with others online.	Formulate questions about a personal interest or current topic; Recall prior and background knowledge; Use evidence; Engage in sustained inquiry; Responsibly apply information, technology, and media to learning; Collaboratively identify innovative solutions; Collect information	Brainstorm collaboratively multiple approaches to an art design; Repurpose objects to make something new; Perceive and analyze artistic work; Create works of art about events in home, school, or community life; Experiment with various materials
SR1 CPSA Core Academic Program Scope and Sequence Summary					
Grade	ELA	MATH		SCIENCE	SOCIAL STUDIES
3	Ask and answer questions to demonstrate understanding of	Multiplication & Division of Whole Numbers; Multiplication Facts & Patterns; Applying		Physical Science Motion & Stability: Forces	Our Environment; Communities Build a Nation;

	a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Multiplication facts; Multiply & Divide within 100; Connect Area to Multiplication & Division; Represent & Interpret Data; Multiplying by factors; Operations with whole numbers; Fraction Equivalence & Comparison; Time, Capacity, & Mass; Two-dimensional Shapes, Perimeter	& Interactions; Electricity & Magnetism Earth Science Weather: Earth's Systems, Earth & Human Activity; Climate Life Science Life Cycles & Traits; From Molecules to Organisms: Structures & Processes; Heredity; Biological Evolution; Adaptations & Survival; Fossil Evidence; Engineering Design	Government, Landmarks, & Symbols; Citizenship & Civic Engagement; A Growing Nation; Celebrating Communities

SR1 CPSA Non-Core Academic Program Scope and Sequence Summary

Grade	MUSIC	P.E.	COMPUTER	LIBRARY	ART
3	Improvise rhythmic and melodic patterns; Choose favorite musical ideas; Select and analyze musical work and performances	Motor skills and movement; Understanding of movement; Physical activity for health; Exhibits personal and	Select and operate appropriate software to perform a variety of tasks; Collect data; Work respectfully and responsibly	Formulate questions about a personal interest or current topic; Recall prior and background knowledge; Use evidence; Engage in sustained	Elaborate on an imaginative idea; Individually or collaboratively construct artwork that is part of everyday life; Identify and explain how and where

		social behavior	with others online	inquiry; Responsibly apply information, technology, and media to learning; Collaboratively identify innovative solutions; Collect information	different cultures record and illustrate stories; Determine messages communicated by an image; Evaluate artwork based on given criteria
SR1 CPSA Core Academic Program Scope and Sequence Summary					
Grade	ELA	MATH		SCIENCE	SOCIAL STUDIES
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's	Generalize Place Value Understanding; Fluently Add & Subtract Multi-digit numbers; Use Strategies & Properties to Multiply by 1-digit & 2-digit numbers; Divide by 1-digit & 2-digit numbers; Operations with Whole Numbers to Solve Problems; Factors & Multiples; Fraction Equivalence & Ordering; Addition & Subtraction of Fractions; Multiplying Fractions; Representing & Interpreting Data on line Plots; Comparing Decimals; Equivalent Measurements; Algebra: Generate & Analyze Patterns; Concepts of Angle & Angle Measurement; Lines, Angles, & Shapes		<u>Physical Science</u> Energy & Motion; Human Uses of Energy; Waves & Information <u>Earth Science</u> Earth's Features; Earth's Natural Hazards; The History of Planet Earth <u>Life Science</u> Structures & Functions; Human Body Systems	Geography in the United States; Americans & their History; United States Government; U.S. Economics; Northeastern U.S.; Southeastern U.S.; Midwestern U.S.; Southwestern U.S.; Northwestern U.S.; Western U.S.; Eastern U.S.

	thoughts, words, or actions).				
SR1 CPSA Non-Core Academic Program Scope and Sequence Summary					
Grade	MUSIC	P.E.	COMPUTER	LIBRARY	ART
4	Improvise rhythmic and melodic patterns; Choose favorite musical ideas; Select and analyze musical work and performances	Motor skills and movement; Understanding of movement; Physical activity for health; Exhibits personal and social behavior	Select and operate appropriate software to perform a variety of tasks; Discuss real-world cybersecurity problems; Organize and present collected data visually; Collaboprate and receive feedback from others; Improve assesibility and usability of technology; Work respectfully and responsibly online; Keep passwords private.	Formulate questions about a personal interest or current topic; Recall prior and background knowledge; Use evidence; Engage in sustained inquiry; Responsibly apply information, technology, and media to learning; Collaboratively identify innovative solutions; Collect information	Brainstorm multiple approaches to an art design; Collaboratively set goals and create artwork that is meaningful; Explore and invert art-making techniques; Analyze components in visual imagery; Create works of art that reflect community cultural traditions;
SR1 CPSA Core Academic Program Scope and Sequence Summary					
Grade	ELA	MATH		SCIENCE	SOCIAL STUDIES

5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Understand Place Value; Add & Subtract Decimals to Hundredths; Fluently Multiply Multi-Digit whole numbers; Multiplying & Dividing Decimals; Volume; Converting Measurements; Represent & Interpret Data; Write & Interpret Numerical Expressions; Graphing; Analyze Patterns & Relationships; Geometric Measurement	<u>Physical Science</u> Properties of Matter; Changes in Matter <u>Earth Science</u> Earth's Systems; Earth's Water; Human Impact on Earth's Systems; Solar System; Patterns in Space <u>Life Science</u> Energy & Food; Matter & Energy in Ecosystems	<u>Building the Nation</u> The First Americans; The Age of Exploration; Settling Colonies in North America; Life in the Colonies; The American Revolution; A New Nation; Life in Young Republic; Westward Expansion; The Civil War & Reconstruction <u>A Growing Nation</u> The Civil War & Reconstruction; Expanding West & Overseas, Industry & Immigration; Struggle for Reform; Good Times & Hardships; World War II; The Cold War; The Civil Rights Era; The Nation & the World Today
SR1 CPSA Non-Core Academic Program Scope and Sequence Summary				

Grade	MUSIC	P.E.	COMPUTER	LIBRARY	ART
5	Improvise rhythmic and melodic patterns; Choose favorite musical ideas; Select and analyze musical work and performances	Motor skills and movement; Understanding of movement; Physical activity for health; Exhibits personal and social behavior	Select and operate appropriate software to perform a variety of tasks; Discuss real-world cybersecurity problems; Organize and present collected data visually; Collaboprate and receive feedback from others; Improve assesibility and usability of technology; Work respectfully and responsibly online; Keep passwords private.	Formulate questions about a personal interest or current topic; Recall prior and background knowledge; Use evidence; Engage in sustained inquiry; Responsibly apply information, technology, and media to learning; Collaboratively identify innovative solutions; Collect information	Combine ideas to generate an innovative for art-making; Compare one ‘s own interpretation of a work of art with the interpretation of others; Identify and analyze cultural associations suggested by visual imagery

Attachment 3: Curriculum Map-Kindergarten Reading

Pacing

BACK TO SCHOOL!	UNIT 1						UNIT 2	
	Week 1	Week2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Phonological/ Phonemic Awareness	Rhyming Words	Syllables	Discriminate Sounds Segment Syllables	Discrimi-nate Sounds	Isolate /m/ Discrimi-nate Sounds Rhyme	Isolate /t/ Discrimi-nate Sounds Rhyme	Isolate /a/ Oral Blending	Isolate /s/ Oral Blending
Phonics	Letter Recognitions Aa, Bb, Cc, Dd, Ee	Letter Recognition Ff, Gg, Hh,Ii, Jj, Kk, Ll,Mm, Nn,	Letter Recognition Oo, Pp, Qq, Rr, Ss	Letter Recog-nition Tt, Uu, Vv, Ww, Xx, Yy, Zz	Connect /m/ to Mm	Connect /t/ to Tt	Short and Long Aa	Connect /s/ to Ss
High-Frequency Words	I, am	I, am	the, little	the, little	a, to	a, to	have, is	have, is
Listening Comprehension	Character	Setting	Sequence	Classify and Categorize	Character	Classify and Categorize	Compare and Contrast	Setting
Comprehension Strategies	Preview and Predict, Recall and Retell							

	UNIT 1				UNIT 2					
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Phonological/Phonemic Awareness	Isolate /p/ Oral Blending	Isolate /k/ Oral Blending	Isolate /i/ Discriminate Sounds Oral Blending	Discriminate Sounds Oral Blending	Isolate /n/, /b/ Oral Blending Segment Phonemes	Isolate/r/ Oral Blending Segment Phonemes	Isolate /d/, /k/ Oral Blending Segment Phonemes	Isolate /f/ Oral Blending Segment Phonemes	Isolate /o/ Oral Blending Segment Phonemes	Oral Blending Segment Phonemes
Phonics	Connect /p/ to Pp	Connect /k/ to Cc	Short and Long Ii	Short and Long Ii	Connect /n/ to Nn and /b/ to Bb	Connect /r/ to Rr	Connect /d/ to Dd and /k/ to Kk	Connect /f/ to Ff	Short and long Oo	Short and long Oo
High-Frequency Words	We, may, like	We, may, like	He, for	He, for	Me, with, she	Me, with, she	See, look	See, look	They, you, of	They, you, of
Listening Comprehension	Main Idea	Realism and Fantasy	Sequence	Realism and Fantasy	Compare and Contrast	Plot	Cause and effect	Plot	Draw Conclusions	Main Idea
Comprehension Strategies	Preview and Predict, Recall and Retell				Preview and Predict, Recall and Retell					

	UNIT 1						UNIT 2	
	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Phonological/Phonemic Awareness	Isolate /h/ Oral Blending Segments Phonemes	Isolate /i/ Oral Blending Segment Phonemes	Isolate blends Discriminate Phonemes Segment Phonemes	Isolate /g/ Segment Phonemes	Segment Phonemes Discriminate Phonemes	Isolate /e/ Segment Phonemes Discriminate Phonemes	Isolate /j/, /w/ Oral Blending Segment Phonemes	Isolate /ks/ Oral Blending Segment Phonemes
Phonics	Connect /h/ to Hh	Connect /l/ to Ll	Consonant Blends	Connect /g/ to Gg	Short and Long Ee	Short and Long Ee	Connect /j/ to Jj and /w/ to Ww	Connect /ks/ to Xx
High-Frequency Words	are, that, do	Are, that, do	One, two, three, four, five	One, two, three, four, five	here, go, from	Here, go from	Yellow, blue, green	Yellow, blue, green
Listening Comprehension	Sequences	Cause and Effect	Sequence	Character	Classify and Categorize	Setting	Realism and Fantasy	Cause and Effect
Comprehension Strategies	Preview and Predict, Recall and Retell							

	UNIT 1				UNIT 2					
	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Phonological/Phonemic Awareness	Isolate /u/ Oral Blending Segment Phonemes	Isolate /u/ Oral Blending Segment Phonemes	Isolate /v/, /z/ Oral Blending Segment Phonemes	Isolate /y/, /kw/ Oral Blending Segment Phonemes	Isolate /a/ and /i/ Blend Phonemes Segment Phonemes	Isolate /o/ Blend Phonemes Segment Phonemes	Isolate /e/ Blend Phonemes Segment Phonemes	Isolate /u/ Blend Phonemes Segment Phonemes	Discriminate Sounds Blends Phonemes Segment Phonemes	Discriminate Sounds
Phonics	Short and Long Uu	Short and Long Uu	Connect /v/ to Vv and /z/ to Zz	Connect /y/ to Yy and	Connect /a/ to Aa and /i/ to Ii	Connect /o/ to Oo	Connect /e/ to Ee	Connect /u/ to Uu	Decode Words	Blend Phonemes
High-Frequency Words	What, said, was	What, said, was	Where, come	where, come	Reteach and Review	Reteach and Review	Reteach and Review	Reteach and Review	Reteach and Review	Segment Phonemes
Listening Comprehension	Compare and Contrast	Plot	Main Idea	Draw conclusions	Compare and Contrast	Character	Main Idea	Pilot	Setting	Draw Conclusion
Comprehension Strategies	Preview and Predict, Recall and Retell					Preview and Predict, Recall and Retell				

Language Arts

Pacing

BACK TO SCHOOL!

	UNIT 1						UNIT 2	
	Week 1	Week2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Speaking and Listening	Follow Directions	Drama—Respond to Literature	Listen for Rhyme and Rhythm	Talk About Me	Announcements and Messages	Drama—Respond to Literature	Listen for Sequence	Listen for Directions
Conventions	Say Our Names	Write Our Names	What We Look Like	What We Can Do	Nouns for People and Animals	Nouns for Places and Things	Nouns for More Than One	Proper Nouns
Unit Writing Process	Week 6: Story							

	UNIT 1							UNIT 2		
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Speaking and Listening	Discussions	Listen for Setting	Give a description	Listen for Plot	Drama—Respond to Literature	Sequence	Recite Rhymes	Oral Presentation	Messages	Ask and Answer Questions

Conventions	Activities : Colors and Shapes	Activities : Sizes and Numbers	Adjectives: Opposites	Adjectiv es	Verbs	Verbs for Now and the Past	Verbs That Add –s	Verbs For Now and the Future	Meaning ful Word Groups	Sentences
Unit Writing Process	Week 6: Story				Week 6: Poem					

	UNIT 1							
	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Speaking and Listening	Give Directions	Compare and Contrast	Listen for Sequence	Discuss Authors and Illustrators	Listen for Story Elements: Character	Listen to Poems	Ask and Answer Questions	Drama—Respond to Literature
Conventions	Subjects (Naming Parts)	Predicates (Action Parts)	Complete Sentences	Telling Sentences	Capital Letters and Periods	Pronouns I and me	Questions	Question Marks and Capital Letters
Unit Writing Process	Week 6: List							

	UNIT 1									
	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Speaking and Listening	Discuss Literatur e	Sequenc e	Oral Presentat ion— Descripti on	Discuss Literar y Elemen ts: Plot	Recite Languag e	Discuss Fact and Opinion	Interpret Informatio n	Discuss Literary Element s: Charact er	Oral Presentatio n—Book Report	Discuss Literar y Elemen ts: Setting

Conventions	Prepositions	Nouns	Nouns in Sentences	Verbs	Pronouns I and me	Propositional Phrases	Telling Sentences	Questions	Exclamations	Complete Sentences
Unit Writing Process	Week 6: How to Report				Week 6: Report					

Attachment 4: Learning Standards-3rd Grade

Grade 3

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.8	(not applicable to literature)
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade 3

Reading Informational Text	
Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Grade 3

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
Not applicable in grade 3.	
Phonological Awareness	
Not applicable in grade 3.	
Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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Grade 3

W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9	Begins in grade 4.
Range of Writing	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 3

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Grade 3

The following standards for Grade 3 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
L.3.2f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Grade 3

L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.
The Scaffolding Document can be found at http://www.mde.k12.ms.us/ESE/ccr.

Grade 3

Operations and Algebraic Thinking (OA)	
Represent and solve problems involving multiplication and division	
3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.*
Understand properties of multiplication and the relationship between multiplication and division	
3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If 6× 4= *24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
3.OA.6	Understand division as an unknown-factor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder
Multiply and divide within 100	
3.OA.7	***Fluently*** multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.
Solve problems involving the four operations, and identify and explain patterns in arithmetic	
3.OA.8	Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Include problems with whole dollar amounts

Grade 3

3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten (NBT)

Use place value understanding and properties of operations to perform multi-digit arithmetic [4]

3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.2	Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.
3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions [5] (NF)

Develop understanding of fractions as numbers

3.NF.1	Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Grade 3

Measurement and Data (MD)

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]
Represent and interpret data	
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition	
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
3.MD.6	Measure areas by counting unit squares (square cm, square *m*, square *in*, square *ft*, and improvised units).
3.MD.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize area as additive.

Grade 3

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including: finding the perimeter given the side lengths, finding an unknown side length, and exhibiting (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters.
Geometry (G)	
Reason with shapes and their attributes	
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

[1] See Glossary, Table 2.

[2] Students need not use formal terms for these properties.

[3] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

[4] A range of algorithms may be used.

[5] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

[6] Excludes compound units such as cm^3 and finding the geometric volume of a container.

[7] Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Additional Resource

2016 Mississippi College- and Career-Standards Scaffolding Document

The primary purpose of the *2016 Mississippi College- and Career-Readiness Standards Scaffolding Document* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards for Mathematics, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery. The Scaffolding Document can be found at **http://www.mde.k12.ms.us/ESE/ccr**.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

GRADE THREE

Theme: Interactions within an Environment

In Grade 3, students will increase their use of science and engineering practices for obtaining, recording, charting, and analyzing data in the study of a variety of environments. The crosscutting concept can be seen in life science through an organism's ability to grow, develop, survive, obtain food/energy, and reproduce within a given environment. In physical science, the concept is developed through a study of matter and its properties and their interactions based on environmental changes and surroundings. The study of Earth science in third grade investigates surface features affected by one or more of Earth's spheres and human impacts on the environment. Students are expected to engage in the engineering design process and conduct research and communicate their understanding of each standard in a variety of ways. Because of this yearlong study, students will gain content knowledge and tools to provide evidence and support arguments about the ways matter and organisms interact and are affected by the environment.

GRADE THREE: Life Science

L.3.1 Hierarchical Organization

Conceptual Understanding: Plants and animals have physical characteristics and features that allow them to receive information from the environment. Structural adaptations within groups of plants and animals allow them to better survive and reproduce in an environment.

L.3.1 Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate to their growth, survival, behavior, and reproduction within an environment.

1. ***L.3.1.1*** *Examine evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior.*
2. ***L.3.1.2*** *Examine evidence to communicate information that the internal and external structures of plant (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction.*
3. ***L.3.1.3*** *Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments, (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable).*

GRADE THREE: Life Science

L.3.2 Reproduction and Heredity

Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Some characteristics and traits that organisms have are inherited, and some result from interactions with the environment.

L.3.2 Students will demonstrate an understanding that through reproduction, the survival and physical features of plants and animals are inherited traits from parent organisms but can also be influenced by the environment.

L.3.2.1 *Identify traits and describe how traits are passed from parent organism(s) to offspring in plants and animals.*

L.3.2.2 *Describe and provide examples of plant and animal offspring from a single parent organism (e.g., bamboo, fern, or starfish) as being an exact replica with identical traits as the parent organism.*

L.3.2.3 *Describe and provide examples of offspring from two parent organisms as containing a combination of inherited traits from both parent organisms.*

L.3.2.4 *Obtain and communicate data to provide evidence that plants and animals have traits inherited from both parent organisms and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants or fur color and pattern in animal offspring).*

L.3.2.5 *Research to justify the concept that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, changes in an arctic fox's fur color due to light and/or temperature, or flamingo plumage).*

GRADE THREE: Life Science

L.3.4 Adaptations and Diversity

Conceptual Understanding: When the environment or habitat changes, some plants and animals survive and reproduce, some move to new locations, and some die. Scientists can obtain historical information from fossils to provide evidence of both the organism and environments in which they lived.

L.3.4 Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment.

L.3.4.1 *Obtain data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there.*

L.3.4.2 *Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species).*

L.3.4.3 *Analyze and interpret data to explain how variations in characteristics among organisms of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring).*

L.3.4.4 *Define and improve a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment (e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.**

L.3.4.5 *Construct scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment).*

GRADE THREE: Physical Science

P.3.5 Organization of Matter and Chemical Interactions

Conceptual Understanding: Matter is made up of particles that are too small to be seen. Even though the particles are very small, the movement and spacing of these particles determine the basic properties of matter. Matter exists in several different states and is classified based on observable and measurable

properties. Matter can be changed from one state to another when heat (i.e., thermal energy) is added or removed.

P.3.5 Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.

P.3.5.1 *Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating).*

P.3.5.2 *Develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air).*

P.3.5.3 *Plan and conduct investigations that particles speed up or slow down with addition or removal of heat.*

GRADE THREE: Physical Science

P.3.6 Motions, Forces, and Energy

Conceptual Understanding: Magnets are a specific type of solid that can attract and repel certain other kinds of materials, including other magnets. There are some materials that are neither attracted to nor repelled by magnets. Because of their special properties, magnets are used in various ways. Magnets can exert forces—a push or a pull—on other magnets or magnetic materials, causing energy transfer between them, even when the objects are not touching.

P.3.6 Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects.

P.3.6.1 *Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength).*

P.3.6.2 *Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object.*

P.3.6.3 *Research and communicate information to explain how magnets are used in everyday life.*

P.3.6.4 *Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paperclip holders, finding studs in walls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet.**

GRADE THREE: Earth and Space Science

E.3.7 Earth's Structure and History

Conceptual Understanding: Since its formation, the Earth has undergone a great deal of geological change driven by its composition and systems. Scientists use many methods to learn more about the history and age of Earth. Earth materials include rocks, soils, water, and gases. Rock is composed of different combinations of minerals. Smaller rocks come from the breakage and weathering of bedrock and larger rocks. Soil is made partly from weathered rock, partly from plant remains, and contains many living organisms.

E.3.7A Students will demonstrate an understanding of the various processes involved in the rock cycle, superposition of rock layers, and fossil formation.

E.3.7A.1 *Plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them.*

E.3.7A.2 *Develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time.*

E.3.7A.3 *Ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.*

Conceptual Understanding: Earth has an active mantle, which interacts with the Earth's crust to drive plate tectonics and form new rocks. Resulting surface features change through interactions with water, air, and living things. Waves, wind, water, and ice shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas. Scientists use many methods to learn more about the history and age of Earth.

E.3.7B Students will demonstrate an understanding of the composition of Earth and the processes which change Earth's landforms.

E.3.7B.1 *Obtain and evaluate scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer.*

E.3.7B.2 *Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands.*

E.3.7B.3 *Develop and use models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi).*

E.3.7B.4 *Compare and contrast constructive (e.g., deposition, volcano) and destructive (e.g., weathering, erosion, earthquake) processes of the Earth.*

GRADE THREE: Earth and Space Science

E.3.9 Earth's Systems and Cycles

Conceptual Understanding: The Earth's land can be situated above or submerged below water. Water in the atmosphere changes states according to energy levels driven by the sun and its interactions with various Earth components, both living and non-living. The downhill movement of water as it flows to the ocean shapes the appearance of the land.

E.3.9 Students will demonstrate an understanding of how the Earth's systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes.

E.3.9.1 *Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere (e.g., digital models, illustrations, flip books, diagrams, charts, tables).*

E.3.9.2 *Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface (e.g., watersheds, drainage basins, deltas, or rivers).*

E.3.9.3 *Use graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps).*

GRADE THREE: Earth and Space Science

E.3.10 Earth's Resources

Conceptual Understanding: Earth is made of materials that provide resources for human activities, and their use affects the environment in multiple ways. Some resources are renewable and others are not.

E.3.10 Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.

E.3.10.1 *Identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as renewable or nonrenewable.*

E.3.10.2 *Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources.*

E.3.10.3 *Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment.*

E.3.10.4 *Design a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.**

THIRD GRADE

THEME: CITIZENSHIP IN LOCAL GOVERNMENT

CIVICS

STANDARD	OBJECTIVE(S)
CI.3.1 Explain how an individual exercises rights and responsibilities within community and local government.	1. Identify core and civic virtues. 2. Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities.
CI.3.2 Demonstrate knowledge of community and local government.	1. Identify the three branches of government at local level. 2. Demonstrate how and why the local government creates and enforces laws. 3. Analyze why laws are important to a community. 4. Categorize services provided by the local community and government.
CI.3.3 Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship.	1. Categorize the way Americans feel about their rights and responsibilities, e.g. individual rights and freedoms, the common good, and respecting the law. 2. Argue the characteristics of a responsible citizen.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.3.1 Analyze the role of money within a community and local government.	1. Define tax and the purpose of paying taxes. 2. Identify taxable goods and services within the local community. 3. Interpret job sources and availability.

E.3.2 Evaluate the role of trade within a community and local government.	1. Define trade. 2. Distinguish between import and export. 3. Identify local products and resources involved in trade with the local community. 4. Investigate the origin of local products for sale in the local community.
E.3.3 Explain how people earn income.	1. Describe the skills and knowledge required to produce certain goods and services. 2. Evaluate the impact of skills and knowledge on an individual's income. 3. Explain how economic development determines where people can choose to live.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.3.1 Explain how a democracy relies on people's responsible participation.	1. Define democracy. 2. Explain the voting process.
CR.3.2 Examine how cultural diversity strengthens the community.	1. Analyze cultural artifacts and the representations of the community. 2. Debate how historical figures respond to cultural changes, needs and concerns of people.
CR.3.3 Examine Declaration of Independence, Constitution, and Bill of Rights in order to recognize basic principles of democracy and civil liberties.	1. Identify civil liberties within the First Amendment. 2. Cite examples of how civil liberties are exercised in the local community.

GEOGRAPHY	
STANDARD	**OBJECTIVE(S)**
G.3.1 Identify ways humans have altered the physical environment.	1. Explain how various industries, such as farming, fishing, timber, etc., have altered the physical environment. 2. Utilize vocabulary associated with human influence on the environment.
G.3.2 Identify ways natural disasters affect the physical environment.	1. Identify characteristics of a natural disaster. 2. Explain how local, state, and national governments cooperate to manage natural disasters. 3. Evaluate how natural disasters can alter settlement patterns.
G.3.3 Explain how technological advancements have influenced the environment.	1. Evaluate how different energy sources have impacted the environment. 2. Explain how communication and technological innovations have altered the environment. 3. Recognize the geographic impact of using oil and various energy sources in the twenty-first century. Ex. Oil, petroleum, nuclear power, and solar power.
G.3.4 Recognize maps, graphs, and other representations of the earth.	1. Evaluate patterns of population distributions.
G.3.5 Describe the relationship between locations of resources and patterns of population distribution.	1. Define renewable and nonrenewable resources. 2. Categorize types of energy resources as renewable and nonrenewable.

HISTORY	
STANDARD	**OBJECTIVE(S)**
H.3.1 Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	1. Explain who held power in each type of government. 2. Compare and contrast the different types of government related to source of authority, limits on power and examples of each. 3. Cite an example of each type of government from history.
H.3.2 Explain the role of Representative Democracy in framing the American government.	1. Explain the roles of the three branches of government. 2. Compare and contrast separation of powers and check and balances. 3. Explain the role of popular sovereignty in maintaining a democracy.
H.3.3 Trace the history of voting rights in America.	1. Define voting, suffrage and franchise. 2. Illustrate the expansion of voting rights in America.

CREATING

MU: Cr1.1.3	**Generate and conceptualize artistic ideas and work.** *Generate musical ideas for various purposes and contexts.*	IMAGINE
	a. Improve rhythmic and melodic ideas, and describe **connection** to specific **purpose** and **context** (such as **personal** and **social**). b. Generate **musical ideas** (such as **rhythms** and **melodies**) within a given **tonality** and/or **meter**.	
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?
MU: Cr2.1.3	**Organize and develop artistic ideas and work.** *Select and develop musical ideas for defined purposes and contexts.*	PLAN / MAKE
	a. **Demonstrate** selected **musical ideas** for a simple **improvisation** or **composition** to express **intent**, and describe **connection** to a specific **purpose** and **context**. b. Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic and melodic **musical ideas**.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?
MU: Cr3.1.3	**Refine and complete artistic work.** *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*	EVALUATE / REFINE
	a. Evaluate, **refine**, and document revisions to personal **musical ideas**, applying **teacher-provided** and **collaboratively-developed criteria** and feedback.	
	ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?
MU: Cr3.2.3	**Refine and complete artistic work.** *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	PRESENT
	a. **Present** the final version of personal created music to others, and describe **connection** to **expressive intent**.	
	ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?

PERFORMING

MU: Pr4.1.3	**Select, analyze, and interpret artistic work for presentation.** *Select varied musical works to present based on interest, knowledge, technical skill, and context.*	SELECT
	a. **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose**, and **context**.	
	ENDURING UNDERSTANDING Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?
MU: Pr4.2.3	**Select, analyze, and interpret artistic work for presentation.** *Analyze the structure and context of varied musical works and their implications for performance.*	ANALYZE
	a. **Demonstrate** understanding of the **structure** in music selected for **performance**. b. When analyzing selected music, read and perform **rhythmic patterns** and melodic **phrases** using **iconic** and **standard notation**. c. Describe how **context** (such as **personal** and **social**) can inform a **performance**.	
	ENDURING UNDERSTANDING Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance?
MU: Pr4.3.3	**Select, analyze, and interpret artistic work for presentation.** *Develop personal interpretations that consider creators' intent.*	INTERPRET
	a. **Demonstrate** and describe how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).	
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and expressive intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?

PERFORMING

MU: Pr5.1.3

Develop and refine artistic techniques and work for presentation.

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

REHEARSE / EVALUATE / REFINE

a. Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy of **ensemble performances**.
b. Rehearse to **refine technical accuracy**, **expressive qualities**, and identified performance challenges.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?

MU: Pr6.1.3

Convey meaning through the presentation of artistic work.

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

PRESENT

a. **Perform** music with **expression** and **technical accuracy**.
b. **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context** and **venue**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

MU: Re7.1.3

Perceive and analyze artistic work.

Choose music appropriate for a specific purpose or context.

SELECT

a. **Demonstrate** and describe how selected music connects to and is influenced by specific interests, experiences, or **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?

RESPONDING

MU: Re7.2.3	**Perceive and analyze artistic work.** *Analyze how the structure and context of varied musical works inform the response.*	ANALYZE
	a. **Demonstrate** and describe how a response to music can be informed by the **structure**, the use of the **elements of music**, and **context** (such as **personal** and **social**).	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?
MU: Re8.1.3	**Interpret intent and meaning in artistic work.** *Support interpretations of musical works that reflect creators'/performers' expressive intent.*	INTERPRET
	a. **Demonstrate** and describe how the **expressive qualities** (such as **dynamics** and **tempo**) are used in performers' **interpretations** to reflect **expressive intent**.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern the musical creators' and performers' expressive intent?
MU: Re9.1.3	**Apply criteria to evaluate artistic work.** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*	EVALUATE
	a. Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**. Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**.	
	ENDURING UNDERSTANDING The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	ESSENTIAL QUESTION(S) How do we judge the quality of musical work(s) and performance(s)?

CONNECTING

MU: Cn10.0.3

Synthesize and relate knowledge and personal experiences to make art. CONNECT

Synthesize and relate knowledge and personal experiences to make music.

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within:

MU:Cr2.1.3a **Demonstrate** selected **musical ideas** for a simple **improvisation** or **composition** to express **intent**, and describe **connection** to a specific **purpose** and **context**.

MU:Cr3.2.3a **Present** the final version of created music for others, and describe **connection** to **expressive intent**.

MU:Pr4.1.3a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose**, and **context**.

MU:Pr4.3.3a **Demonstrate** and describe how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).

MU:Re7.1.3a **Demonstrate** and describe how selected music connects to and is influenced by specific interests, experiences, or **purposes**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing, and responding?

MU: Cn11.0.3

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. CONNECT

Relate musical ideas and works with varied context to deepen understanding.

a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Embedded within:

MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe **connection** to specific **purpose** and **context** (such as **personal** and **social**).

MU:Pr4.2.3c Describe how **context** (such as **personal** and **social**) can inform a **performance**.

MU:Pr6.1.3b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context** and **venue**.

MU:Re7.2.3a **Demonstrate** and describe how a response to music can be informed by the **structure**, the use of the **elements of music**, and **context** (such as **personal** and **social**).

MU:Re9.1.3a Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**.

ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CREATING

VA: Cr1.1.3	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Elaborate on an imaginative idea.	
	ENDURING UNDERSTANDING **Creativity** and **innovative thinking** are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
VA: Cr1.2.3	**Generate and conceptualize artistic ideas and work.**	INVESTIGATE / PLAN / MAKE
	a. Apply knowledge of available resources, tools, and **technologies** to investigate personal ideas through the art-making process.	
	ENDURING UNDERSTANDING Artists and designers shape **artistic investigations**, following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and **criteria** are needed to formulate **artistic investigations**?
VA: Cr2.1.3	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Create personally satisfying artwork using a variety of artistic processes and **materials**.	
	ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, **materials**, concepts, **media**, and **art-making approaches**.	ESSENTIAL QUESTION(S) How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

CREATING

VA: Cr2.2.3	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Demonstrate an understanding of the safe and proficient use of **materials**, tools, and equipment for a variety of artistic processes.	
	ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	ESSENTIAL QUESTION(S) How do artists and designers care for and maintain **materials**, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling **materials**, tools, and equipment? What responsibilities come with the freedom to create?
VA: Cr2.3.3	**Organize and develop artistic ideas and work.**	INVESTIGATE
	a. Individually or **collaboratively** construct representations, diagrams, or maps of places that are part of everyday life.	
	ENDURING UNDERSTANDING People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	ESSENTIAL QUESTION(S) How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
VA: Cr3.1.3	**Refine and complete artistic work.**	REFLECT / REFINE / COMPLETE
	a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.	
	ENDURING UNDERSTANDING Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.	ESSENTIAL QUESTION(S) What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does **collaboratively** reflecting on a work help us experience it more completely?

PRESENTING

VA: Pr4.1.3	**Select, analyze and interpret artistic work for presentation.**	SELECT
	a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	
	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and **criteria** when analyzing, selecting, and **curating** objects artifacts, and artworks for **preservation** and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What **criteria**, methods, and processes are used to select work for **preservation** or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
VA: Pr5.1.3	**Develop and refine artistic techniques and work for presentation.**	ANALYZE
	a. Identify exhibit space and prepare works of art including **artists' statements**, for presentation.	
	ENDURING UNDERSTANDING Artists, **curators** and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to **preserve** and protect it.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or **preservation**? How does refining artwork affect its meaning to the viewer? What **criteria** are considered when selecting work for presentation, a **portfolio**, or a collection?
VA: Pr6.1.3	**Convey meaning through the presentation of artistic work.**	SHARE
	a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.	
	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other **venues** communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

RESPONDING

VA: Re7.1.3	**Perceive and analyze artistic work.**	PERCEIVE
	a. Speculate about processes an artist uses to create a work of art.	
	ENDURING UNDERSTANDING Individual aesthetic and empathetic awareness developed through **engagement** with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	ESSENTIAL QUESTION(S) How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?
VA: Re7.2.3	**Perceive and analyze artistic work.**	PERCEIVE
	a. Determine messages communicated by an **image**.	
	ENDURING UNDERSTANDING **Visual imagery** influences understanding of and responses to the world.	ESSENTIAL QUESTION(S) What is an **image**? Where and how do we encounter **images** in our world? How do **images** influence our views of the world?
VA: Re8.1.3	**Interpret intent and meaning in artistic work.**	ANALYZE
	a. Interpret art by analyzing use of **media** to create subject matter, **characteristics of form**, and mood.	
	ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.	ESSENTIAL QUESTION(S) What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as **text**? How does knowing and using visual art vocabularies help us understand and interpret works of art?
VA: Re9.1.3	**Apply criteria to evaluate artistic work.**	INTERPRET
	a. Evaluate an artwork based on given **criteria**.	
	ENDURING UNDERSTANDING People evaluate art based on various **criteria**.	ESSENTIAL QUESTION(S) How does one determine **criteria** to evaluate a work of **art**? How and why might **criteria** vary? How is a personal preference different from an evaluation?

CONNECTING

VA: Cn10.1.3	**Synthesize and relate knowledge and personal experiences to make art.**	SYNTHESIZE
	a. Develop a work of art based on observations of surroundings.	
	ENDURING UNDERSTANDING Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	ESSENTIAL QUESTION(S) How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
VA: Cn11.1.3	**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**	RELATE
	a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.	
	ENDURING UNDERSTANDING People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	ESSENTIAL QUESTION(S) How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

THIRD GRADE-PHYSICAL EDUCATION

The emphasis of physical education in **third grade** is to demonstrate a mature form in fundamental motor skills, and continue the development of manipulative skills and movement experiences. Students will begin to use non- locomotor skills in combination with movement skills. Cognitive concepts associated with movement will enable the student to demonstrate positive attitudes toward healthy lifestyles and physical activities.

Third grade students will model acceptable behaviors for the physical activity setting. Safe practices, classroom rules, and procedures are prominent issues during instruction. Concepts of cooperation are reinforced through large group activities. Students should recognize the value of rules, fair play, safety and respect for others.

Teachers should reinforce the physical and mental benefits of aerobic activity. Teachers should also reinforce the importance of visual focus (see glossary) while performing a skill. Lead- up activities are emphasized for application of learned skills. Students should be able to follow specific rules, procedures, and etiquette involved in physical activity.

The physical education framework follows a developmentally appropriate sequence. Activities should be taught from the simple to the complex. ***The competencies are required to be taught*** through a variety of instructional strategies a district may develop. Competencies are not hierarchal or chronologically ordered. Competencies provide a general guideline of on-going instruction.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives or modify them and are encouraged to add their own objectives to meet the competencies for instructing students in their school district.

Content Strands

Gross Motor Skills Development (GM) Social Skills (S)
Cognitive Development (C)
Fitness (F)

* See glossary

COMPENTENCIES and Suggested Objectives:

Fine Motor Skills Development (FM) Personal Skills (P)
Lifelong Learning/Participation (L)

Adapted Physical Education (AP)

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Begin to use locomotor* and nonlocomotor* skills to perform rhythmic activities. Demonstrate an intermediate form of manipulative skills. Perform fundamental movement skills* in a variety of settings.	Students will perform a game of Hopscotch. Balance and smooth transition should be identified as necessary skills to be successful. Have students demonstrate mirroring/matching, meeting/parting, leading/following, and moving over/under. (Mirroring – Have students face one another and simultaneously do the same movements (i.e., jumping jacks, hopping on one foot, waving, etc.) as their partner. Matching – Have students repeat a motion after seeing a partner demonstrate a movement (i.e., jumping, jacks, hopping on one foot, waving, etc.). Students should complete a teacher- constructed obstacle course that requires a variety of locomotor movements, nonlocomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc).	**15** **15** **2**

2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (C, L, GM, FM)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Adapt body movements according to particular obstacles. Understand how appropriate practice improves performance.	Students should complete a teacher- constructed obstacle course that requires a variety of locomotor movements, non-locomotor movements, and manipulative skills (i.e., push, pull, rope climb, balance beam, beanbag toss, under, over, etc.). Have students engage in activities such as horseshoes, basketball, and soccer. Have students identify which skill is being used and why. (For example, when playing horseshoes, the students should use the underhand toss instead of the	**2** **5**
Improve performance by participating in new and difficult tasks.	overhand throw so the landing of the horseshoe is much softer.)	**2,11**

	Students will use proper form (i.e., positioning of hands depending on the height of the throw, bending of elbows to absorb the force, catching the ball with hands only) when receiving a ball from a partner.	

3. Participates regularly in physical activity (GM, L, F, C, L, S, AP).

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Engage in moderate to vigorous* physical activities. Explain the importance of a physically active lifestyle.	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body. Students will develop an individual plan to exhibit a physically active lifestyle.	11 8

4. Achieve and maintain a health-enhancing level of physical fitness (F, L, C)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Maintain aerobic* physical activity (i.e., continuous training, circuit training, etc.) for a specific time frame. Identify the importance of leading a healthy lifestyle.	Engage in selected activities that maintain the heart rate within the target heart rate*zone for a specified amount of time. See glossary on how to calculate target heart rate zone. Students should use basic multiplication, addition, and subtraction to calculate heart rate and target heart rate zone. Students will bring magazine pictures or drawings showing people with and without characteristics of a healthy lifestyle. Compare/contrast pictures.	9 11

Associate specific physical activities with the components of health-related fitness (muscular strength*, muscular endurance*, flexibility*, body composition*, and aerobic fitness*).	Students will engage in a series of exercises (i.e., running, walking, jumping, hopping, calisthenics*, etc.) to improve aerobic endurance for a specified amount of time. Students should identify changes that occur in the functions of their body.	11

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, S, L, AP)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Apply rules, procedures, and safety principles to any type of physical activity. Work with others to obtain the common goal of an activity. Respect the limitations and abilities of themselves and others during physical activity.	Have small groups of students create rules and procedures for a throwing and catching activity. Each group will then teach the activity to the class. After understanding the rules and procedures, have students participate in the different activities. Have students work in groups to create and perform a dance routine to music from different cultures based on a story from that country. Have students demonstrate movements (running, jumping, falling, throwing, etc.), to show feelings (happy, sad, etc.) of the characters. Have students create props that explain the setting (country).	**5, 8** **5, 8**

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, C, F, L, P, A)

Suggested Objectives	Suggested Teaching Strategies	Sample Assessments
Assist peers to achieve success in physical activity settings.	Have students teach a skill identified by the teacher to a lower grade level or assist a peer in skill development.	**5**

Level 1B: GRADES 3-5

Level 1B: GRADES 3-5 - Computing Systems

Computing Systems (CS.1B)

Conceptual understanding: People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form. An understanding of hardware and software is useful when troubleshooting a computing system that does not work as intended.

CS.1B.1 **Describe how internal and external parts of computing devices function to form a system. [DEVICES] (P7.2)**

Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot for power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses.

CS.1B.1a ***Students should describe how devices and components interact using correct terminology.***

CS.1B.2 **Model how computer hardware and software work together as a system to accomplish tasks. [HARDWARE & SOFTWARE] (P4.4)**

In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include the basic elements of a computer system, such as input, output, processor, sensors, and storage.

CS.1B.2a ***Students should model how computer hardware and software work together to accomplish tasks.*** *Students could draw a model on paper or in a drawing program, program an animation to demonstrate it, or demonstrate it by acting this out in some way.*

CS.1B.3 **Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. [TROUBLESHOOTING] (P6.2)**

Although computing systems may vary, common troubleshooting strategies can be used on all of them.

CS.1B.3a ***Students should be able to identify common hardware and software problems.*** *Types of problems students might encounter include the device not responding, no power, no network, app crashing, no sound, or password entry not working.*

CS.1B.3b ***Students should identify and implement various troubleshooting strategies.*** *Such strategies may include rebooting the device, checking for power, checking network availability, closing and reopening an app, making sure speakers are turned on or headphones are plugged in, and making sure that the caps lock key is not on, to solve these problems, when possible.*

Level 1B: GRADES 3-5 - Networks and the Internet

Networks and the Internet (NI.1B)

Conceptual understanding: Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing.

Networks and communication systems provide greater connectivity in the computing world by providing fast, secure communication and facilitating innovation.

NI.1B.1 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination. [NETWORK COMMUNICATION & ORGANIZATION] (P4.4)

Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination.

NI.1B.1a ***Students should demonstrate their understanding of how information flows over networks and the Internet.*** *This could be accomplished, for instance, by drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating this through an unplugged activity which has them act it out in some way.*

NI.1B.2 Discuss real-world cybersecurity problems and how personal information can be protected. [CYBERSECURITY] (P3.1, 7.3)

Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital.

NI.1B.2a **Students should be able to explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access.**

Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are not required to use multiple strong passwords. They should appropriately use and protect the passwords they are required to use.

NI.1B.2b ***Students should be able to list several real-world cybersecurity issues and discuss how personal information can be protected.*** *Students could discuss or use a journaling or blogging activity to explain, orally or in writing, topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as the necessity of backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep antivirus software updated to protect data and systems.*

Level 1B: GRADES 3-5 - Data and Analysis

Data and Analysis (DA.1B)

Conceptual understanding: Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

DA.1B.1 Organize and present collected data visually to highlight relationships and support a claim. [COLLECTION, VISUALIZATION, & TRANSFORMATION] (P7.1)

Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set. For example, a data set

of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.

DA.1B.1a ***Students should be able to collect data and present the information in an organized way to highlight relationships and support a claim.***

DA.1B.2 Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea. [INFERENCE & MODELS] (P7.1)

The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way.

DA.1B.2a ***Students should be able to refer to data to highlight or propose cause-and-effect relationships and predict outcomes when communicating an idea.*** *For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on nonschool days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.*

DA.1B.3 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data. [STORAGE] (P4.2)

All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc.

DA.1B.3a ***Students should be able to manipulate data through their use of software to complete tasks on a computing device.*** *For example, saving, retrieving, and deleting files are all instances of manipulating data.*

Level 1B: GRADES 3-5 - Algorithms and Programming

Algorithms and Programming (AP.1B)

Conceptual Understanding: An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems. The development process to create meaningful and efficient programs involves choosing which information to use and how to process and store it, breaking apart large problems into smaller ones, recombining existing solutions, and analyzing different solutions.

AP.1B.1 Compare and refine multiple algorithms for the same task and determine which is the most appropriate. [ALGORITHMS] (P6.3, P3.3)

Different algorithms can achieve the same result, though sometimes one algorithm might be

most appropriate for a specific situation.

AP.1B.1a ***Students should be able to look at different ways to solve the same task and decide which would be the best solution.*** *For example, students could use a map and plan multiple algorithms to get from one point to another. They could look at routes suggested by mapping software and change the route to something that would be better based on which route is shortest or fastest or would avoid a problem. Students might compare algorithms that describe how to get ready for school. Another example might be to write different algorithms to draw a regular polygon and determine which algorithm would be the easiest to modify or repurpose to draw a different polygon.*

AP.1B.2 Create programs that use variables to store and modify data. [VARIABLES] (P5.2)

Variables are used to store and modify data.

AP.1B.2a ***Students should understand how to use variables to store and modify data.*** *For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable as a countdown timer is another example.*

AP.1B.3 Create programs that include sequences, events, loops, and conditionals. [CONTROL] (P5.2)

Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Events allow portions of a program to run based on a specific action.

AP.1B.3a ***Students should be able to create programs that include sequences, events, loops, and conditionals.*** *For example, students could write a program to explain the water cycle. When a specific component is clicked (event), the program would show information about that part of the water cycle. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves.*

AP.1B.4 Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process. [MODULARITY] (P3.2)

Decomposition is the act of breaking down tasks into simpler tasks.

AP.1B.4a ***Students should be able to break down problems into smaller, simpler tasks.*** *For example, students could create an animation by separating a story into different scenes. For each scene, they would select a background, place characters, and program actions.*

AP.1B.5 Modify, remix, or incorporate portions of an existing program into one's own work to develop something new or add more advanced features. [MODULARITY] (P5.3)

Programs can be broken down into smaller parts, which can be incorporated into new or existing programs.

AP.1B.5a ***Students should be able to modify and/or reuse portions of an existing program into their own work to create something new.*** *For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.*

AP.1B.6 **Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. [PROGRAM DEVELOPMENT] (P1.1, P5.1)**

Planning is an important part of the iterative process of program development.

AP.1B.6a ***Students outline key features, time and resource constraints, and user expectations.***

AP.1B.6b ***Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.***

AP.1B.7 **Observe intellectual property rights and give appropriate attribution when creating or remixing programs. [PROGRAM DEVELOPMENT] (P7.3)**

Intellectual property rights can vary by country, but copyright laws give the creator of a work a set of rights that prevents others from copying the work and using it in ways that they may not like.

AP.1B.7a ***Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator.***

AP.1B.7b ***Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet.*** *At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online.*

AP.1B.8 **Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended. [PROGRAM DEVELOPMENT] (P6.1, P6.2)**

As students develop programs, they should continuously test those programs to see that they do what was expected and fix (debug), any errors.

AP.1B.8a ***Students should be able to identify and debug simple errors in programs they create and in programs created by others.***

AP.1B.9 **Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development. [PROGRAM DEVELOPMENT] (P2.2)**

Collaborative computing is the process of performing a computational task by working in pairs or on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently.

AP.1B.9a ***Students should take turns in different roles during program development, such as note taker, facilitator, program tester, or "driver" of the computer.***

AP.1B.10 **Describe choices made during program development using code comments, presentations, and demonstrations. [PROGRAM DEVELOPMENT] (P7.2)**

People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work.

AP.1B.10a ***Students should explain code choices using comments within the code, presentations, and demonstrations.*** *These explanations could manifest themselves as in-line code comments for collaborators and assessors or as part of a summative presentation, such as a code walk-through or coding journal.*

Level 1B: GRADES 3-5 - Impacts of Computing

Impacts of Computing (IC.1B)

Conceptual Understanding: Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and in turn, computing influences new cultural practices. An informed and responsible person should understand the social implications of the digital world, including equity and access to computing.

IC.1B.1 **Discuss computing technologies that have changed the world and express how those technologies influence and are influenced by cultural practices. [CULTURE] (P7.1)**

New computing technology is created and existing technologies are modified for many reasons, including to increase their benefits, decrease their risks, and meet societal needs.

IC.1B.1a ***Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to technology.*** *Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and political changes.*

IC.1B.2 **Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users. [CULTURE] (P1.2)**

The development and modification of computing technology are driven by people's needs and wants and can affect groups differently. Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities.

IC.1B.2a ***Students will demonstrate an understanding of diversity in ability and interests by developing artifacts and tools that use different methods of communication and/or appeal to different users.*** *For example, students may consider using both speech and text when they wish to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes.*

IC.1B.3 **Seek diverse perspectives for the purpose of improving computational artifacts. [SOCIAL INTERACTIONS] (P1.1)**

Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives.

IC.1B.3a ***Students will collaborate and receive feedback from others.*** *For example, students could seek feedback from other groups in their class or students at another grade level. Or, with guidance from their teacher, they could use video conferencing tools or other online collaborative spaces, such as blogs, wikis, forums, or website comments, to gather feedback from individuals and groups about programming projects.*

IC.1B.4 **Use public domain or creative commons media and refrain from copying or using material created by others without permission. [SAFETY, LAW, & ETHICS] (P7.3)**

Ethical complications arise from the opportunities provided by computing. The ease of sending and receiving copies of media on the Internet, such as video, photos, and music, creates the opportunity for unauthorized use, such as online piracy, and disregard of copyrights.

IC.1B.4a ***Students should consider the licenses on computational artifacts that they wish to use.*** *For example, the license on a downloaded image or audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely.*

National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

AASL American Association of School Librarians TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION I. Inquire

KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	**LEARNER** Competencies	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	1. ISTE for Students: Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 3. ISTE for Students: Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or create pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	SCHOOL LIBRARIAN Competencies	School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
	SCHOOL LIBRARY Alignments	The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.	
B. CREATE	**LEARNER** Competencies	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	4. ISTE for Students: Innovative Designer 4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
	SCHOOL LIBRARIAN Competencies	School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
C. SHARE	**LEARNER** Competencies	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
	SCHOOL LIBRARIAN Competencies	School librarians guide learners to maintain focus throughout the inquiry process by: 1. Assisting in assessing the inquiry-based research process. 2. Providing opportunities for learners to share learning products and reflect on the learning process with others.	7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.	
D. GROW	**LEARNER** Competencies	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	3. ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	SCHOOL LIBRARIAN Competencies	School librarians implement and model an inquiry-based process by: 1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners' individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. 7. ISTE for Educators: Analyst 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
	SCHOOL LIBRARY Alignments	The school library ensures an inquiry-based process for learners by: 1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.	7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

AASL American Association of School Librarians TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION II. Include

KEY COMMITMENT: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	**LEARNER** Competencies	Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	
	SCHOOL LIBRARIAN Competencies	School librarians direct learners to contribute a balanced perspective when participating in a learning community by: 1. Engaging learners to articulate an awareness of the contributions of a range of learners. 2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.	
	SCHOOL LIBRARY Alignments	The school library supports balanced perspectives through resources and learning opportunities by: 1. Providing challenging and authentic opportunities that address the needs of the broad range of learners. 2. Offering diverse learning experiences that allow for individual differences in learners. 3. Providing a comprehensive variety of resources.	5. ISTE for Educators: Designer 5a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
B. CREATE	**LEARNER** Competencies	Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process. 7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians establish opportunities for learners to adjust their awareness of the global learning community by: 1. Providing opportunities for learners to interact with others who reflect a range of perspectives. 2. Devising learning activities that require learners to evaluate a variety of perspectives. 3. Designing opportunities that help learners to illustrate diverse viewpoints.	
	SCHOOL LIBRARY Alignments	The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners. 3. Featuring learning opportunities that include diverse viewpoints.	
C. SHARE	**LEARNER** Competencies	Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	4. ISTE for Students: Innovative Designer 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
	SCHOOL LIBRARIAN Competencies	School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by: 1. Giving learners opportunities to engage in informed conversation and active debate. 2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.	3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
	SCHOOL LIBRARY Alignments	The school library facilitates opportunities to experience diverse ideas by: 1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services. 2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities. 3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.	
D. GROW	**LEARNER** Competencies	Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process.
	SCHOOL LIBRARIAN Competencies	School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: 1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated. 2. Initiating opportunities that allow learners to demonstrate interest in other perspectives. 3. Showcasing learners' reflections on their place within the global learning community.	
	SCHOOL LIBRARY Alignments	The school library builds empathy and equity within the global learning community by: 1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software. 2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success. 3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.	

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

AASL American Association of School Librarians TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION III. Collaborate

KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.

	DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	**LEARNER** Competencies	Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians facilitate collaborative opportunities by: 1. Challenging learners to work with others to broaden and deepen understandings. 2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. 3. Organizing learner groups for decision making and problem solving.	4. ISTE for Educators: Collaborator 4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
	SCHOOL LIBRARY Alignments	The school library facilitates opportunities to integrate collaborative and shared learning by: 1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding. 2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.	4. ISTE for Educators: Collaborator 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
B. CREATE	**LEARNER** Competencies	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 6. ISTE for Students: Creative Communicator 6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
	SCHOOL LIBRARIAN Competencies	School librarians demonstrate the importance of personal, social, and intellectual networks by: 1. Modeling the use of a variety of communication tools and resources. 2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.	4. ISTE for Educators: Collaborator 4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engage in virtually with experts, teams and students, locally and globally.
	SCHOOL LIBRARY Alignments	The school library policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: 1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission. 2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis. 3. Including the school community in the development of school library policies and procedures.	7. ISTE for Educators: Facilitator 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.
C. SHARE	**LEARNER** Competencies	Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians promote working productively with others to solve problems by: 1. Demonstrating how to solicit and respond to feedback from others. 2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.	
	SCHOOL LIBRARY Alignments	The school library provides opportunities for school librarians to connect and work with the learning community by: 1. Facilitating diverse social and intellectual learner networks. 2. Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness. 3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.	
D. GROW	**LEARNER** Competencies	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process. 7. ISTE for Students: Global Collaborator 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
	SCHOOL LIBRARIAN Competencies	School librarians foster active participation in learning situations by: 1. Stimulating learners to actively contribute to group discussions. 2. Creating a learning environment in which learners understand that learning is a social responsibility.	4. ISTE for Educators: Collaborator 4d. Demonstrate cultural competency when communicating with students, parnets and colleagues and interact with them as co-collaborators in student learning.
	SCHOOL LIBRARY Alignments	The school library supports active learner participation by: 1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community. 2. Demonstrating and reinforcing the idea that information is a shared resource.	

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

AASL American Association of School Librarians TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION IV. Curate

KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

	DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	**LEARNER** Competencies	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	3. ISTE for Students: Knowledge Constructor 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
	SCHOOL LIBRARIAN Competencies	School librarians challenge learners to act on an information need by: 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make critical choices about information sources to use.	
	SCHOOL LIBRARY Alignments	The school library provides problem-based learning experiences and environments by: 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.	
B. CREATE	**LEARNER** Competencies	Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	6. ISTE for Students: Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d. Students publish or present content that customizes the message and medium for their intended audiences.
	SCHOOL LIBRARIAN Competencies	School librarians promote information gathering appropriate to the task by: 1. Sharing a variety of sources. 2. Encouraging the use of information representing diverse perspectives. 3. Fostering the questioning and assessing of validity and accuracy of information. 4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.	
	SCHOOL LIBRARY Alignments	The school library promotes selection of appropriate resources and tools for information use by: 1. Demonstrating and documenting how resources and technology are used to address information needs. 2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines. 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. 5. Designing and providing adequate, appropriate space for library resources, services and activities.	
C. SHARE	**LEARNER** Competencies	Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6. ISTE for Students: Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d. Students publish or present content that customizes the message and medium for their intended audiences.
	SCHOOL LIBRARIAN Competencies	School librarians contribute to and guide information resource exchange within and beyond the school learning community by: 1. Facilitating opportunities to access and evaluate collaboratively constructed information sites. 2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.	
	SCHOOL LIBRARY Alignments	The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed. 2. Including and tracking collection materials in a system that uses standardized approaches to description and location. 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day. 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.	
D. GROW	**LEARNER** Competencies	Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	4. ISTE for Students: Innovative Designer 4c. Students develop, test and refine prototypes as part of a cyclical design process. 5. ISTE for Students: Computational Thinker 5b. Students collect or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
	SCHOOL LIBRARIAN Competencies	School librarians show learners how to select and organize information for a variety of audiences by: 1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources. 3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.	
	SCHOOL LIBRARY Alignments	The school library engages the learning community in exploring resources by: 1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications. 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies. 3. Supporting access through a schedule that allows use by learners and staff at time of need. 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.	

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

AASL American Association of School Librarians TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION V. Explore

KEY COMMITMENT: Discover and innovate in a growth mindset developed through experience and reflection.

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	**LEARNER** Competencies	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	3. ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. 6. ISTE for Students: Creative Communicator 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
	SCHOOL LIBRARIAN Competencies	School librarians foster learners' personal curiosity by: 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. 2. Challenging learners to reflect and question assumptions and possible misconceptions. 3. Enabling learners by helping them develop inquiry-based processes for personal growth.	
	SCHOOL LIBRARY Alignments	The school library supports learners' personal curiosity by: 1. Providing resources and strategies for inquiry-based processes. 2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.	
B. CREATE	**LEARNER** Competencies	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	4. ISTE for Students: Innovative Designer 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 5. ISTE for Students: Computational Thinker 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.
	SCHOOL LIBRARIAN Competencies	School librarians stimulate learners to construct new knowledge by: 1. Teaching problem solving through cycles of design, implementation, and reflection. 2. Providing opportunities for tinkering and making. 3. Modeling persistence through self-directed tinkering and making.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
	SCHOOL LIBRARY Alignments	The school library facilitates construction of new knowledge by: 1. Implementing technology as a tool or resource for learning. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.	2. ISTE for Educators: Leader 2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
C. SHARE	**LEARNER** Competencies	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. 2. Assisting learners to co-construct innovative means of investigation. 3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.	
	SCHOOL LIBRARY Alignments	The school library prepares learners to engage with a larger learning community by: 1. Modeling and promoting the use of personal and professional learning networks. 2. Encouraging families and other members of the community to participate in school library activities. 3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.	2. ISTE for Educators: Leader 2c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
D. GROW	**LEARNER** Competencies	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.
	SCHOOL LIBRARIAN Competencies	School librarians help learners develop through experiences and reflection by: 1. Scaffolding iterative challenge-response processes. 2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. 3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.	
	SCHOOL LIBRARY Alignments	The school library assists in the growth and development of learners by: 1. Leading other educators and learners to embrace a growth mindset through lifelong learning. 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices. 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.	

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators

AASL American Association of School Librarians TRANSFORMING LEARNING

NATIONAL SCHOOL LIBRARY STANDARDS

SHARED FOUNDATION VI. Engage

KEY COMMITMENT: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

DOMAIN		NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS
A. THINK	**LEARNER** Competencies	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
	SCHOOL LIBRARIAN Competencies	School librarians promote ethical and legal guidelines for gathering and using information by: 1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use. 2. Modeling the understanding of ethical use of information, technology, and media. 3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	3. ISTE for Educators: Citizen 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
	SCHOOL LIBRARY Alignments	The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by: 1. Educating the school community on the ethical use of information and the intellectual property of others. 2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community. 3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes.	
B. CREATE	**LEARNER** Competencies	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
	SCHOOL LIBRARIAN Competencies	School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Showing a variety of strategies to ethically use and reproduce others' work and modeling this ethical use. 2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.	3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
	SCHOOL LIBRARY Alignments	The school library supports ethical processes for information seeking and use by: 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media. 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community.	3. ISTE for Educators: Citizen 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
C. SHARE	**LEARNER** Competencies	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6. ISTE for Students: Creative Communicator 6d. Students publish or present content that customizes the message and medium for their intended audience.
	SCHOOL LIBRARIAN Competencies	School librarians promote the responsible, ethical, and legal sharing of new information with a global community by: 1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies. 2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.	3. ISTE for Educators: Citizen 3c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
	SCHOOL LIBRARY Alignments	The school library encourages participation in a diverse learning community to create and share information by: 1. Providing both online and physical spaces for the sharing and dissemination of ideas and information. 2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.	5. ISTE for Educators: Designer 5c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
D. GROW	**LEARNER** Competencies	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.	2. ISTE for Students: Digital Citizen 2a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
	SCHOOL LIBRARIAN Competencies	School librarians support learners' engagement with information to extend personal learning by: 1. Structuring a learning environment for innovative use of information and information technologies. 2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process. 3. Championing and modeling safe, responsible, ethical, and legal information behaviors.	3. ISTE for Educators: Citizen 3c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. 3d. Model and promote management of personal data and digital identity and protect student data privacy.
	SCHOOL LIBRARY Alignments	The school library supports individual responsibility for information use by: 1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions. 2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies.	

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Attachment 5: Calendar and Schedules

SR1 College Preparatory and STEM Academy Academic Calendar

2022 to 2023

Jul 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July
5 Professional Development (PD) Days
July 25-29 Professional Development

Aug 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August
19 Student Days, 2 PD Days
August 1-2 Professional Development
August 3 Start of School

Sept 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September
20 Student Days
September 5 Labor Day

Oct 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October
20 Student Days, 1 PD Day
October 13 Professional Development
October 14 Fall Break

Nov 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November
16 Student Days
November 21-25 Thanksgiving Break

Dec 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December
12 Student Days
December 21-31 Winter Break

Jan 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January
19 Student Days, 1 PD Day
January 1 Winter Break
January 2 Professional Development
January 3 Students Return
January 16 Martin Luther King, Jr. Birthday

Feb 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February
19 Student Days
February 13 President's Day

March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March
18 Student Days
March 6-10 Spring Break

Apr 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

April
20 Student Days
April 7 Good Friday
April 10 Easter Monday

May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May
20 Student Days
26 Last Day of School for Students, 60% Day
30 Professional Development

June 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

185 Student Days
195 Teacher Days
7 PD-Before School Year, 2 PD-School Year, 1 PD-Summer

SR1 CPSA Sample Schedule-Grade K-2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55 a.m.	Student Arrival/Breakfast				
8:00-9:30 a.m.	ELA/Literacy	30 min: Phonics & Phonemic Awareness 30 min: Vocabulary & Fluency 30 min: Comprehension/Writing			
9:40-11:10 a.m.	Mathematics				
11:20 a.m.-Noon-	Lunch /Recess				
12:10 p.m.-12:45 p.m.*	Activity Time (Library, Music, Art, Computer)				
12:50-2:20 p.m.	Social Studies/Science/Engineering				
2:25-3:00 p.m.	Enrichment and/or Interventions/Additional STEM activities				
3:05 p.m.	Dismissal				
3:15-4:30 p.m.**	Staff Professional Academic Support Meeting	Snack and Non-school hour STEM Learning		Staff Professional Academic Support Meeting	
*Library, Music, Art, and/or Computer will be included within Activity Time. This will also be the teacher's planning time. ** Non-school hour STEM Learning is optional (A teacher will escort students who participate from their classrooms to the designated area. Assigned teachers will escort bus riders and car riders outside.					

SR1 CPSA Sample Schedule-Grade 3-5					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55 a.m.	Student Arrival/Breakfast				
8:00-9:30 a.m.	ELA/Literacy				
9:40-11:10 a.m.	Mathematics				
11:20 a.m.-12:00 p.m.	Lunch /Recess				
12:10 p.m.-12:45 p.m.*	Activity Time (Library, Music, Art, Computer)				
12:50-2:20 p.m.	Social Studies/Science/Engineering				
2:25-3:00 p.m.	Enrichment and/or Interventions/Additional STEM activities				
3:15-4:30 p.m.**	Staff Professional Academic Support Meeting	Snack and Extended STEM Learning			Staff Professional Academic Support Meeting
*Library, Music, Art, and/or Computer will be included within Activity Time. This will also be the teacher's planning time. **A teacher will escort students who participate in Extended STEM Learning from their classrooms to the STEM Learning area					

Time	Teacher Activity Monday-Friday		
7:00-7:20 AM	SR1 CPSA teachers arrive		
7:25 AM-7:50AM	Teachers are on duty (i.e. breakfast, designated student arrival locations)		
8:00-9:30 a.m.	Teachers facilitate ELA/literacy lessons	30 min: Phonics & Phonemic Awareness 30 min: Vocabulary & Fluency 30 min: Comprehension/Writing	
9:40-11:10 a.m.	Teachers facilitate mathematics lessons		
11:20 a.m.-12:00 p.m.	Teachers participate in lunch & recess with students		
12:10-12:45 p.m.	Teacher Planning Time		
12:50-2:20 p.m.	Teachers facilitate social studies/science/engineering		
2:25-3:00 p.m.	Teachers facilitate enrichment and/or interventions/additional STEM activities		
3:05 p.m.	Teachers assist with student dismissal		
3:15-4:30 p.m.	Monday: Staff Professional Academic Support Meetings	Tuesday, Wednesday, &Thursday: Extended STEM Learning	Friday: Staff Professional Academic Support Meetings

Attachment 6:

Admissions and Enrollment Process

The enrollment application process will open on the first day of February or the next school day when February 1 falls on the weekend or holiday and the deadline is by the seventh day of April each year or the next school day when April 7 falls on the weekend or holiday. If a lottery is necessary, it will be held on May 7 or the next school day following that date when May 7 falls on the weekend or holiday. Admission to the SR1 College and Preparatory STEM Academy (CPSA) shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion or on any other ground that would be unlawful. All children who would be eligible for enrollment in Canton Public School District and students within the charter law who are able to cross local school board boundaries in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below. During recruitment activities, parents/guardians will be provided an enrollment form that will capture the name of the student, grade for the upcoming school year, parents/guardians name and contact information, if applicable the name and grade of siblings as preference after year one will be given to siblings of enrolled students. Additionally, charter applicant, governing board members, and full-time staff students will be given preference as long as the number of students remain within 10% of the total student population. Enrollment forms will be accepted via postal mail, email, fax and in person. Once received the enrollment form will be stamped received, dated and initialed by the person receiving. A designated staff person will be responsible for updating and maintaining the enrollment form roster and status of completed application packet.

SR1 CPSA will admit each eligible student who submits a timely completed application packet, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. Prospective students and their parents/guardians are strongly encouraged to attend a school informational session. It is important that students and their parents/guardians understand the values of the school along with its academic and social expectations before they are asked to make a decision to enroll their children.

In the second or any subsequent year of operation, SR1 College and Preparatory STEM Academy will determine the available seats after giving preference to the students returning to the charter school.

Purpose of Pre-Admission Activities for Students and Parents/Guardians

Prospective students and their parents/guardians are strongly encouraged to attend an open house to learn about the school programs offered at SR1 CPSA before the application deadline. It is important that students and their parents/guardians understand the values of the school along with its academic and social expectations before they are asked to make a decision to enroll their children. The school will make staff available to any parent/guardian who needs help completing the application.

The school will take whatever additional steps deemed necessary to make sure that all information needed is provided. The school will make staff available to any parent/guardian who needs help completing the application. As a public charter school, SR1 College and Preparatory STEM Academy is tuition-free. Parents/guardians wishing to submit an application for their child to attend SR1 College and Preparatory STEM Academy are required to complete and submit an application by the deadline. The school does not require any action (beyond the submission of an application packet) on the part of potential students or their families as a condition of enrollment. The application deadline is by the seventh day of April each year or the next school day when April 7 falls on the weekend or holiday.

Waiting List Policy

Once SR1 College Preparatory and STEM Academy has reached the enrollment capacity, remaining eligible applicants will be placed on a waiting list. In addition, students who apply after the application deadline will be placed on the waiting list. A separate waiting list will be maintained for each grade level.

When an admitted student does not submit the required documentation by the deadline or an enrolled student withdraws from the school, the school will contact waitlisted students according to their placement on the waitlist per grade level. Parents/guardians of students on the waitlist will be given 24 hours to respond with intentions to enroll a student or the space will be forfeited to the next applicant. The waiting list for each grade level will be used and maintained until the end of the school year. Waiting lists will not be carried over from year to year.

SR1 CPSA staff will send a letter notifying the parents/guardians of each student's placement on the waiting list per grade level. SR1 CPSA staff will continue to accept enrollment forms, document the date each form is received, and the student's name will be added to the waitlist roster. Each time an opening occurs, both before and after the school year, admission is offered to the parents/guardians of the student whose name is at the top of the waiting list.

Lottery

We anticipate that the number of applications received will exceed the number of spots available. Therefore, in accordance with Mississippi state law, we will hold a lottery that is "equitable, transparent, randomized, and impartial" to determine which students will attend. The lottery will be governed by a few basic rules:

1. All students who complete an application by the deadline of April 7 of each year and fit the criteria as established by Mississippi law are enrolled in the lottery.
2. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move to the top of the waitlist and will be given preference so the family may all attend the same school.

3. The lottery will be conducted on May 7 of each year or the next school day following that date when May 7 falls on the weekend or holiday and will be conducted using a randomized process. Each student's lottery draw will determine the number that student has on the enrollment list per grade level or the waitlist per grade level for the following school year.
4. After the available slots are filled, SR1 CPSA will keep drawing the names of the remaining applicants in the appropriate category and place them on a waitlist in the order they are drawn.

Admission

After the lottery, the SR1 CPSA staff will send an application packet consisting of a cover letter and admission form(s) to the parents/guardians of each student selected in the lottery for admission. The application packet will state the due date for the application packet to be returned to SR1 CPSA and clearly state that if the application packet is not received by the stated due date, SR1 CPSA staff will assume the parent/guardian no longer plans to seek the student's admission to the school and will therefore offer admission to the student at the top of the waiting list for the appropriate grade level.

Withdrawals

In the event that a student withdraws from the school, all necessary withdrawal procedures will be followed. Students' cumulative files will be released within 48 school hours to the transferred school upon receipt of request from the school. Students and/or parents/guardians will be asked to participate in an exit interview to determine factors which led to their withdrawal. The school leadership will review exit interview data. Students who redraw and seek re-enrollment will added to the appropriate grade's waitlist

Re-Enrollment

At the end of the school year, parents and/or guardians will be asked to submit a signed re-enrollment form confirming their desire to enroll their child(ren) in the school for the following year.

Transfers

Potential transfers will adhere to the procedures outlined in the Waiting List Policy.

Attachment 7 – Discipline Policy / Code of Conduct

Note: The draft policy will be approved by the board following principal review.

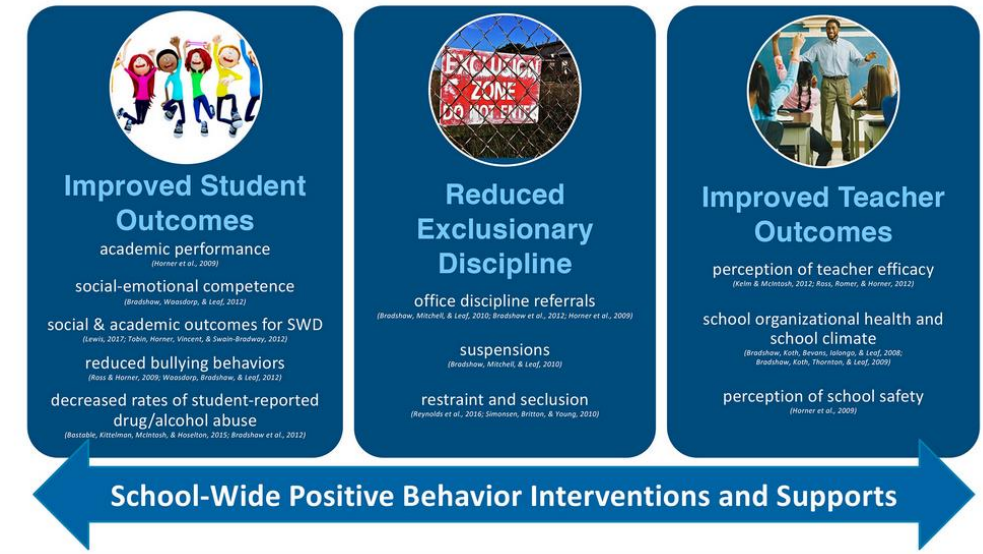
The following beliefs inform SR1 CPSA's Code of Conduct:

- **Safety:** The Code of Conduct is designed first and foremost to ensure that students are physically and mentally safe at all times.
- **Respect:** Respect towards self, peers, and adults will anchor our character development and help build community relationships within the school and beyond.
- **Self-discipline:** Students who are organized, focused, committed, behave well in school, speak well in public, and are helpful to others will develop strong self-efficacy skills that will serve them well throughout their lives.
- **Clear consequences:** The students of SR1 CPSA will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parent(s)/guardian(s) about any disciplinary consequence.
- **Staying firm and positive:** We must be firm and positive in our approach to asserting authority. A firm and positive teacher uses the school's discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well-taught and retaught rules and procedures.
- **Uninterrupted learning:** A major purpose of this Code of Conduct is to maximize learning time in the classroom so that students can commit 100% of their attention to academic learning.

SR1 CPSA's disciplinary approach is designed to respond to the needs and strengths of students, as well as support students in meeting behavioral expectations to maximize instructional time and reduce out-of-classroom consequences for behavior. Teachers will serve as the facilitators for guiding students toward positive conduct. We will implement PBIS with restorative practice to ensure students (in all grade levels), as well as staff, are provided with an emotionally and physically safe and supportive learning environment. Through schoolwide implementation, PBIS and restorative practices work well together to increase positive outcomes for student behavior. Both emphasize prevention and positive responses to problem behavior. PBIS' multi-tiered structure for implementing practices and the systematic use of data provide a framework for using restorative practices that include a process for including youth, staff, and community voice within that framework.[1] In alignment with our culture, PBIS and restorative practices prioritize student and staff engagement and collaboration. They support social-emotional learning for youth and staff, and are seen as effective strategies to lower racially disproportionate discipline referrals by

[1] www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf

offering adults alternative responses to student misbehavior.[2] Positive outcomes are illustrated in the following graphic:



https://www.pbis.org/pbis/getting-started

The code was developed with the understanding that the "Mississippi Department of Education and the State Board of Education supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, and improves student achievement for all students. When teachers and administrators implement evidence-based positive behavior supports with fidelity, a safe and orderly school environment is created that is conducive to learning and students are able to achieve without the constant interruptions that occur when teachers are required to address discipline in the classroom."[3]

[2] https://nepbis.org/wp-content/uploads/NEPBIS_Leadership_Forum/2019/G4.-PBIS-and-Restorative-Practices.pdf

[3] https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Mississippi%20School%20Discipline%20Laws%20and%20Regulations.pdf

PBIS

Showing pride in school	Collaboration	Organization
Taking pride in one's work	Cooperation	Being prepared
Love of learning	Helping others	Using time wisely
Perseverance/resilience	Caring	Making good choices
Self-reliance	Kindness	Active listening
Leadership	Using appropriate communication	Making an insightful comment
Going above and beyond		

At SR1 CPSA, PBIS focuses on teaching positive and appropriate behaviors through a preventative and proactive tiered framework that promotes positive relationship building and sets the stage for learning. School wide reinforcements and rewards include recognizing positive behavior in effort to support repeated behavior and celebrating when goals are achieved. The above behaviors (as provided in the Positive School Culture Inventory) will shape schoolwide practices to sustain a positive culture. Positive behavior choices are promoted through acknowledgement and place grade-appropriate rewards (tickets, assemblies, awards for individuals and/or whole class) over punishment. To further encourage appropriate behaviors, at the end of each month, there will be a Student of the Month Ceremony to recognize students based on the monthly character traits, their efforts, and academic achievements.

Restorative Practices

In alignment with our positive approach, restorative practices support focus on growth rather than on exclusionary practices such as suspension and expulsion. Through restorative practices (including restorative circles, student leadership and conflict resolution), we provide opportunities to learn from wrongdoing while maintaining positive relationships. Restorative practices teach social engagement through practices that focus on students' personal well-being and accountability. These practices are integrated through our program to focus on harm done, rather than on rule breaking. When a student

https://michiganvirtual.org/wp-content/uploads/2018/12/foundations-of-restorative-justice.png

makes a poor choice, as we expect all students may do as they learn, we help students reflect on errors, support them in making better decisions, and re-engage them in learning.

A matrix, as shown below, demonstrates characteristics of desired behaviors in areas within the school. The matrix will be posted in various locations throughout the school to remind students, faculty, and staff of the positive behavior expectations.

	Be Safe	Be Responsible	Be Respectful	Try Your Best
Classroom	-Walk -Leave any bad situations -Be an up-stander	-Listen to your teachers -Follow all directions -Do your best work	-Help a struggling peer -Use kind words -Actively listen -Encourage your classmates -Tell a teacher if you are being bullied or see bullying	-Try your best -Persevere
Hallway	-Walk -Keep hands and feet to yourself	-Walk in the halls! -Maintain a voice level 0	-Keep hands and feet to yourself -Maintain a voice level 0	-Use friendly reminders to peers of good behavior and voice levels
Cafeteria	-Walk to your table -Hold your tray with two hands -Use kind words at all times -Eat your own food	-Recycle and toss out trash in the correct receptacles	-Help someone if a tray spills -Say thank you to the staff who help you -Include everyone -Recycle and toss out trash in the correct receptacle	-Try everything once -Sit with different friends throughout the week
Bus	-Sit in your seat -Report all bullying -Be positive -Maintain a voice level 2	-Stay seated at all times -Keep the aisles clear -Report any problems to the driver, your parents, and the teacher	-Walk to your bus -Greet driver -Thank the bus driver -Maintain a voice level 2 -Use kind words and actions	-Respect others, including peers and the driver

Bathroom	-Respect everyone's privacy & personal space -Wash your hands -Walk	-Keep bathrooms clean -Use bathroom appropriately	-Throw trash in bins -When using soap, use one spritz. -Tell teacher if you see we are out of supplies	-Treat the bathroom responsibly -Report poor choices to teachers

RULES

1. Dress Code Policy and Procedure

Students who arrive to school out of Dress Code will be immediately sent to the main office for parent contact and will be able to return to class when in proper uniform. SR1 CPSA will work with community to have a community closet for students who may be out of uniform. Elementary students are encouraged to keep a change of clothes available at the school to limit time away from learning.

For regular school days, students are to wear:

- Khaki slacks with a belt (No cargo pants, joggers, or others designs)
- White/Light Blue polo-shirt with logo
- Any color of shoes (No flip-flops, open toe-shoes, or sandals)

Additionally, the dress code policy sets the following expectations:

1. No visible undergarments.
2. Hats, Hoods, and non-essential accessories are not to be worn in the building and will be considered a dress code violation.
3. Any outerwear not issued as part of the uniform cannot be worn in the building

2. Electronic Device Policy

Personal electronics are not allowed to be visible on any part of school grounds.

SR1 CPSA students are encouraged not to bring electronics to school. If necessary, electronics shall be kept turned off and secured in the student's backpack for the duration of the school day. The school is not responsible for any lost or stolen electronic devices

3. Locker/Cubby Use

SR1 CPSA students are responsible for all items in their lockers/cubbies and any items lost or stolen. Students are not to share lockers/cubbies under any circumstances. Students are responsible for maintaining a clean and sanitary locker/cubby. The lockers/cubby are the property of SR1

CPSA, therefore the administration has right to search all lockers/cubbies at any time if it is necessary or there is reasonable suspicion.

4. Food or Drink

Eating/drinking is only allowed in the cafeteria. Water in a clear/translucent plastic container is allowed only in the building. (Snacks served in classrooms require pre-approval by the ED.)

5. Reinstatement Meetings

Reinstatement consists of a meeting with the suspended student, his/her parent/guardian, and school administrators to discuss the violation committed by that student. The meeting MUST occur prior to the student's return to the school. During the meeting, an academic and behavioral contract or other requirements are discussed to support the needs of the student. All confiscated items, if permissible, may be returned to the family at this time. The student and parent are expected to adhere to the expectations of any plan that is agreed upon.

Infraction and Consequence System

CODE	INFRACTIONS	CONSEQUENCE (S)
Yellow	-Unkind or insubordinate behavior -Running in the hallway -Sleeping in class (medical necessity to the nurse) -Uniform Violation -Profanity -Horse playing and fooling around -Excessive talking or causing disruptions -Failure to follow directions -Failure to follow emergency drill directions	Level I: Verbal Warning Level II: Parent Warning Letter I Level III: Letter II
Blue	-Conspiracy to harm others or cause damage to property -Disrespectful attitudes toward teachers -Excessive disruptions during class (more than three level warning) -Failure to follow school-wide rules -Leaving the class without permission -On-going disrespectful conduct -Refusing to follow teacher's directions -Verbal confrontation with peers (heated argument)	-Behavior sessions with counselor -Parent meeting -Restorative practice *NOTE: Dependent upon severity and repetition, any of these consequences may be issued.

Orange	-Any sort of sexual contact -Conduct that ignores others' health or safety -Damage to school or private property (Parent is accountable for any cost of the damage.) -Demonstrating disrespectful attitudes toward administrators -Entering the school under the influence of drugs or alcohol (smell of drugs or alcohol). -False activation of the fire alarm -Fighting (on or off school grounds, including bus) -Harassment with efforts to intimidate, bully or ridicule -Harassment with efforts to intimidate, bully or ridicule on cyberspace (email, Facebook, Snapchat, Twitter, Instagram, Kik) -Harassment with offensive expressions -Harassment with unwelcome sexual advances -Harm or destruction of any sort of data -Infiltrating the SR1 CPSA school database -Leaving school grounds without permission -Offensive, sexually-oriented or threatening messages, pictures or symbols -Physical attack on student -Continued profanity towards staff in any format: verbal, written, online, and etc. -Resistance toward school administrators or securities -Unauthorized possession of a prescription or over the counter medication	-Behavior management intervention with counselor -Parent meeting -Restorative practice -1-3 days of in-of-school suspension NOTE#1: A combination of solutions will be used before suspension is given NOTE#2: Parents and students must sign the code of conduct contract after the first fight
Red	-Any sort of assault to fellow peers, school staff, or members of our community -Arson -Indecent exposure -Involvement in, or threatened use of, a bomb or other explosive devices -Assaults with a weapon, or where serious injury may result -Possession of a stabbing/cutting instrument -Possession of a weapon (i.e. firearm, starter pistol, bb gun, knife)	-Behavior management intervention with counselor -1-3 days of in-school suspension (with plan for a behavior intervention) -1-3 days of out-of-school suspension (with plan for a behavior intervention) -Expulsion (considered based on behavioral review on case by case basis)

	-Possession of harmful biological or toxic substances -Possession of instrument that could bludgeon, cause concussion, or injury -Possession of tobacco, alcohol, prescription medications, illegal drugs, or related paraphernalia -Possession of, or involvement in the planning, making, or use of, an explosive, incendiary or chemical -Possession of e-cigarette and any substance -Rape -Robbery/Extortion -Sale of controlled substances or possession with intent to deliver or distribute -Threats related to any other weapon, including biological or toxic substances -Threats to kill or seriously injure any member of our school community	NOTE: Behavior management intervention will be the first course; however, if the situation mandates suspension/expulsion, those (discretionary) measures will be considered.

Grounds for mandatory/non-discretionary suspension or expulsion (LAWS § 37-11-18) Expulsion of student possessing controlled substance or weapon or committing violent act on school property. Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.§37-11-19. Suspension or expulsion of student damaging school property; liability of parent or custodian. If any pupil shall willfully destroy, cut, deface, damage, or injure any school building, equipment or other school property he shall be liable to suspension or expulsion and his parents or person or persons in loco parentis shall be liable for all damages

Suspension and Expulsion Due Process/Expulsion Process and Formal Hearings: Before a student is removed from instruction for disciplinary reasons, he or she will be provided with appropriate due process protections, consistent with the U.S. Supreme Court's decision in Goss v. Lopez (1975). For short-term removals, students will be informed of the charges against them, given a chance to respond and give their side of the story before any consequences are given. Parents will be informed and given an opportunity to meet with school officials regarding the

incident. In cases involving possible long-term suspension or expulsion, removal from the classroom will initially occur utilizing the process listed as follows:

(1) Hearing the student;
(2) Parents are informed about the incident;
(3) Student is immediately suspended;
(4) Suspension and pending expulsion letter outlining the reason for the suspension and pending expulsion is sent via overnight mail to the parent;
(5) Parents are invited to meet with administration to discuss the case for further clarification;
(6) A hearing is held that is protective of student due process rights and at which the discipline committee listens to evidence and testimony put on by the student, parents/guardians, as well as the school administrators;
(7) The committee's decision will be sent to the parents/guardians.

The hearing process will be completed within five days of an out-of-school suspension. The school may grant a parent/guardian's request to reschedule the meeting once. However, the student cannot attend the school until the committee's decision is made. The meeting is held even if a stakeholder does not show up as scheduled.

Appealing Process

1. Parents write a letter of appeal to the Executive Director within five business days of receiving the letter calling for a long-term suspension or expulsion;
2. The Executive Director will take the appeal to the board;
3. The board will assign a member to hear the appeal and make a recommendation to the board. The board will meet to review and vote on the appeal recommendation as soon as reasonably possible.

Discipline Procedures for Students with Disabilities

In addition to the discipline procedures applicable to all students, SR1 College Preparatory and STEM Academy will comply with 34 CFR §§ 300.519-300.529 of the Code of Federal Regulations for discipline of students with disabilities. The protections also apply to students not specifically identified as having a disability but for whom the school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge (in accordance with 34 CFR 300.527(b)) that a disability may exist.

Dear Parents and Students,

SR1 College Preparatory and STEM Academy (SR1 CPSA) administration and faculty are dedicated to establishing a positive school climate that carries a safe and comfortable educational environment. This is necessary to provide appropriate education to our valued students. The first component of a positive school culture is establishing clear expectations from students. SR1 CPSA's schoolwide positive behavior expectations from students are as follow:

1. Be Safe
2. Be Responsible
3. Be Respectful
4. Try Your Best

These expectations will be reviewed with students and displayed in every classroom and throughout the building. Using positive behavior intervention and supports, students will be recognized for their positive efforts. The second component of a positive school climate is safety and a well-established disciplinary structure. Therefore, the student code of conduct has been developed to establish and enrich healthy behavioral expectations, rules and regulations.

After having read the preceding pages which constitute our discipline policy and student code of conduct, please make sure you sign the last page and return it to your child's teacher.

Sincerely,
SR1 CPSA Administration

Parent & Student Signature Page

I, parent/guardian of _____, received the SR1 CPSA Discipline Policy / Code of Conduct. I have read and understood it. I am also aware that the SR1 CPSA administration is open to discuss parental concerns about students' disciplinary infractions and consequences as long as both stakeholders agree on a scheduled date.

_____

Parent Name Signature Date

NOTE: Please also be aware that the administration has a right NOT to meet with the parents who use inappropriate language or disrespectful manners toward administration or teachers.

I, _____, received the SR1 CPSA Discipline Policy / Code of Conduct. I understood expectations from me. I am also aware the positive and negative consequences of my behaviors. I am committed to comply with the SR1 CPSA student code of conduct.

_____

Student Name Signature Date

SR1 College Preparatory and STEM Academy (CPSA)

Attachment 8:

Community Evidence and Support

SR1 has over a five-year history of serving students with a population similar to that of the students within the Canton Public School District.

Forest Municipal School District, located approximately 40 miles away, has a student population (ethnicity [45.56% African American, 10.88% White, and 38.47% Hispanic] and 100 percent of students who qualify for free/reduced lunch) that mimics that of the Canton Public School District.

See SR1 Contributions to Forest Report

Based on community assessment it is estimated that 20-25% of SR1 CPSA students would be from surrounding areas.

See Mississippi School District Accountability Ratings map for C, D, and F school districts, where under charter law, students may cross local district boundaries to attend SR1 CPSA.

SR1's Community Oriented Opportunities for Learning (C.O.O.L.™)

EVIDENCE OF COMMUNITY SUPPORT

SR1 College Preparatory and STEM Academy (CPSA)

SR1 CPSA CHARTER SUPPORTERS

Below are the names of community supporters who are in favor of SR1 CPSA school opening for the 2022-2023 academic year:

C Bass
Gloria McGowan
Tyraven McGowan
Johnathan Williams
Krista McKenzie
Kia Graham
Naomi Williams
Nia Williams
Renaulta Mayze
Veronica Taylor
Christy Rose
LaToya Mannery
Mike Bass
Stephanie Tatum
Marie Lofton
Matanya Bouldin
LaRoshea Chappel
Shanetta Akins
Vanessa Duarte
Alexis Cornelius
Curly Robinson
Betty Arrington
Terry Church
Gwendolyn Moore
Gwen Bell
Desjambreya Butler
Penelope Pendleton
Conja Rule, Jr.
Brent Farmer
Susie Finderson
Isvan Alvarez Herrera
Ekasiah Evans
Ja'lyn McElroy
Kameka Fairley
Jennifer Dowdell
Fiskisha Collins
Tmya McClendon
Sarah Demus
Gregory Green
Terry Jones
Tashia Buckner
Latosha Heard
Jordan Crump
Stephanie Parker
Cedric Moore
Rebecca Perdue
Leslie Crawford
Markeeth Taylor
Yudenia Rodriguez
Alexis Scienczak
Jazzmine Church
Jeffry Lyons
LaJada Harper
Heather McDonald
Dominique Triplett
Dena Penner
Kachelle Pratcher
Donna McLaurin

GENERAL

SR1 is supported by the parents/guardians in the communities in which they serve.

AMERICORPS PEER EDUCATORS: SR1 uses AmeriCorps members in full-time, half-time, and minimum-time capacity to provide services to students participating in the various programs offered. AmeriCorps Peer Educators are required to be enrolled at an accredited college or university, actively seeking a college degree, or have already received a college degree from an accredited college or university. The potential members undergo a three-step interview process, as well as three criminal history checks (i.e. state level, FBI, and national sexual predator network) . These members provide year-round innovative tutoring and mentoring services to students. The AmeriCorps members are required to attend trainings and meetings, manage student files, and complete service hours. The AmeriCorps members receive compensation for their services. Members receive intensive year-round training from Dr. Shirley Nichols. Dr. Shirley Nichols reviews Peer Educators' lesson plans and conducts Peer Educators observations throughout the year to improve service delivery to students.

Observational Reflections: After observing the SR1 programs at all sites, it is quite evident that the SR1 staff has done an excellent job in developing and implementing the training of the AmeriCorps Peer Educators. These young adults maintain a superb rapport with the students, are well-versed in the subject matter presented, and demonstrate by example exemplary organizational skills.

SR1 PARTNERS: SR1 collaborates with public and private partners to decrease disparities among citizens, with special emphasis among unrepresented minorities. SR1 has had the strong support of local educational agencies, colleges and universities. Public and private partners from throughout the nation and Mississippi have supported SR1 programs. Current college and universities supporters include Millsaps College, University of Southern Mississippi – Learning Enhancement Center, and Mississippi State University College of Engineering, University of Mississippi Other partners include non-profit foundations, individuals, corporations and businesses, and local, state and federal government.

Observational Reflections: SR1 has clearly done an outstanding job in devoting time and effort to secure such partnerships. Further, the programs currently undertaken by SR1 are shining examples of positive ways in which to reach today's youth. The collaborative efforts between SR1 and the partners are ones which could serve as models for other non-profits.

SUPPORT PROGRAMS: Additionally, SR1 offered the following additional programs throughout the year:

Soccer for Success is a sports program that the C.O.O.L. Education Project used 3 days a week for 90 minutes a day. It incorporates Family Engagement, Nutrition, Mentorship, and Physical Activity. SR1 hosted Soccer for Success Events on various weekends to reach the whole community.

ACT Preparation is offered year-round but two 12 step workshops are implemented to correspond with the official April ACT test and official June ACT Test. The preparation workshops consist of test taking strategies in English, Math, Reading and Science. Additionally, college advisement is conducted as part of the ACT preparation workshops.

Watershed Education at USM (University of Southern Mississippi) Gulf Coast Research Laboratory teaches students and staff evidence-based methods to maximize the probability of watershed literacy and long-term environmental stewardship. Students participated in two separate hands-on pre-cruise, cruise, and post-cruise semester activities. Activities included learning watershed literacy content, human and natural causes of change in watersheds, map orientation, data collection and data entry skills. Students researched local watersheds and monitored activities and restoration projects.

Mississippi Museum of Natural Science provided students the opportunity to take part in the "behind-the-scenes" museum activities, gain knowledge about ongoing conservation research, view museum exhibits, and participate in Museum curriculum learning activities associated with conservation.

USM Marine Education Center in Ocean Springs provided classroom and hands-on activities in the areas of conservation biology, habitat conversation, and wildlife conservation. Students participated in the protection of marine animals' natural habitats in Mississippi waterways. USM hosted a two-day on-site Coastal Science Camp where students served as conservationists.

Archery trained participating students on archery safety and the identification of the parts of the bow and arrow utilizing the National Archery in the Schools Program (NASP) curriculum. Upon successful completion of the NASP curriculum and accurate demonstration of the 11 safety steps, students practiced archery skills for at least eight hours a month. Through archery, students gained knowledge on bow-hunting requirements, restrictions, safety methods, and techniques necessary for bow-hunting in Mississippi.

The C.O.O.L. Assertive Responsive Teen Project is geared toward combating the teenage pregnancy and STD/HIV crisis in Mississippi among youth between the ages of 12-19 through the use of an abstinence-only approach. The curriculum used,

"Sex Can Wait," a 24-hour intervention that is divided into three sections – "Knowing Myself," "Relating to Others," and "Planning the Future." Students completing the intervention have a better sense of their self-worth and skills to connect the importance of their current choices to long-term goals.

The C.O.O.L. Being a Responsible Teen (BART) Project is dedicated to decreasing the effects of risky sex behaviors concerning teen pregnancy and STDs/HIV cases among youth between the ages of 12-19. An evidence-based, abstinence plus curriculum known as "Being a Responsible Teen" was used. Adolescent participants completing the program are equipped with skills to assist with decision-making and problem-solving.

Robotics is geared toward all students. There is specifically a SR1 sponsored robotics team consisting of middle and high school students. SR1 formed the robotics team to inspire students to be science and technology leaders, by engaging them in an exciting mentor-based program that builds science, engineering, and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. The robotics team has qualified for the Mississippi state level competition for 5 consecutive years.

Observational Reflections: The student participants, staff and volunteers, and various focus groups all strongly agree that the numerous programs and activities offered as extracurriculars by SR1 are not to be exceeded. Various adults working with the student participants in these programs report positive results for the participants upon completion of the programs.

The evaluation design was created to (a) provide an adequate assessment of the program design; and (b) include a plan for measuring program outcomes as stated in the goals and objectives, outcomes, and measures indicated in the proposal. The evaluation addresses the aforementioned questions given the nature of the program while making a significant contribution to the stakeholders' knowledge in this area. The evaluation activities sought to answer two primary research questions:

1. Have student participants shown progress in their academic achievement; and

2. Have attitudes toward education/academics improved over the course of the project as documented by student, parent, teacher, and stakeholder data?

Data for this evaluation was comprised of information obtained on student participants, their teachers, project leaders and the project's partners. Data to be collected prior to start up and/or throughout the project include but are not limited to:

1. demographic information,

2. focus group interviews designed to solicit feedback from parents,

3. observations during site visits and meetings, and4. other anecdotal evidence such as teacher and student created

PARTICIPATING SCHOOLS:

Ann E. Smith Elementary (Madison County) – The SR1 program at Ann E. Smith serves students in grades 1st-2nd. The academic component begins with a whole group activity, while other activities are grade and subject specific. Regular SR1 procedures are followed and students remain actively engaged throughout the afternoon. The afternoon ends with Soccer for Success.

Highland Elementary (Madison County) – The SR1 program at Highland serves students in grades 1st -5th. The academic component begins with a whole group activity, while other activities are grade and subject specific. Regular SR1 procedures are followed and students remain actively engaged throughout the afternoon. The afternoon ends with Soccer for Success.

Forest Elementary School (Scott County) – The program at Forest Elementary serves 2nd-4th grade. This program differs somewhat from the other SR1 after school programs in that the administrators in the school district determine the procedures for the program and also select the Peer Leaders for the program. Students work in one of several classrooms with designated Leaders on objectives aligned with the week's academic objectives.

Nichols Middle School (Madison County) This program serves students in grades 6-8. The students were actively engaged throughout their session and eagerly interacted with the Peer Leaders in the various activities. Activities were aligned with classroom objectives.

Olde Towne Middle School (Madison County) – The Olde Towne Middle School program operates much the same as the Nichols Middle School program. As with all other SR1 programs, the students remained actively engaged throughout the afternoon.

Millsaps College Campus – (Hinds County) (serving Callaway, Lanier, Murrah High Schools in Jackson) – SR1 uses facilities at Millsaps College in Jackson for the high school program in order to provide students with state-of-the-art science and technology equipment. SR1 procedures are followed, with the schedule being clearly visible and time allotted to each activity noted. The academic component begins with a Word and Quote of the Day that ids discussed in a whole-group setting, after which the students divide into subject-area study groups and transition into other classrooms with the various Peer Leaders. During the visit by the evaluators, Senior College Prep, U.S. History, and Homework Assistance were the course offerings of the afternoon. The Millsaps Group had planned a special community service activity for the weekend and plans were finalized for that event.

PARENTAL FOCUS GROUPS

This section summarizes a focus groups conducted with parents of participating students in the C.O.O.L. Programming.

Parental Focus Group Summary –

Ten parents/guardians, all females and mothers, participated in this focus group on Wednesday, November 7, 2018 at 5pm. The facilitator introduced four main themes for discussion. Themes included: (1) student learning; (2) parental understanding of the school system; (3) parental engagement; and (4) work-life balance. Overall, parents noted that they see differences in their children's study habits, levels of self-esteem, and personal development. Parents agreed that the C.O.O.L.™ Programming was a great assistance for learning and that the program provided a safe and engaging learning environment. Parents/guardians stated without SR1 services students would not have access to services after school. A translator was provided for English Language Learner parents/guardians. Parents/guardians indicated they were concerned about students being retained due to the 3rd Grading Reading Summative Assessment.

Statements from parents/guardians are below:

"My child looks forward to attending SR1. Her grades are improving and I appreciate all that they do for her."

"My son wishes he could have SR1 tutors during the school day and not just after school."

"The soccer day at the school that SR1 provided was a great day for the whole family". My daughter was excited to receive her soccer ball." I enjoyed being a part of the day."

"There is a severe teacher shortage and cross-teaching is ineffective at the school. The school is not advanced enough."

"My daughter loves the program. The staff and members are helpful and she gets to be herself."

"My daughter loves the robotics. She is always excited about coming to the program."

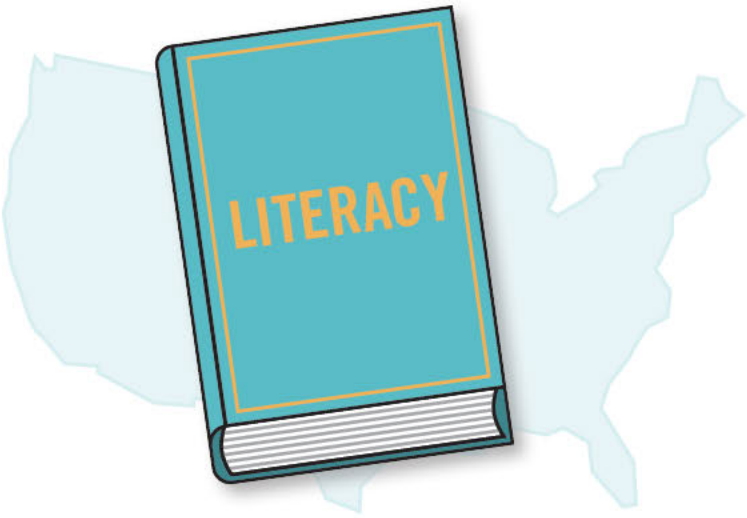
"I have seen improvements in my daughter's grades. Her study habits were poor but they have increased. She used to be quiet and withdrawn but that has changed for the better."

Parents were asked if school administration or counselors were helpful. Parents mostly agreed that there are severe communication issues with teachers and that the counselors are ineffective. Parents agree that their children are often frustrated and stressed and that the learning environment in the C.O.O.L. Program is better than that of the school.

In conclusion, Jackson Public Schools and Canton Public School District parents believe that public school districts in the surrounding areas perform better. Parents also feel that communities must be a part of the process in developing the academic success of children. Parents appreciate the work of SR1 by always handling difficult situations professionally and getting to the *root* of problems and issues that may arise.

LITERACY

SR1's evidence of success in improving literacy skills among underserved students.



LITERACY: A NATIONAL PROBLEM

Forest, Mississippi, one of SR1's target areas, is a small town located near the central Mississippi area. The total population is approximately 5,700 people, with a majority of the population identifying as African-American, at 44 percent; Caucasian people being second, at 29 percent; and Hispanic and Latino people close behind, at 22 percent (U.S. Census Bureau, 2016); however, the only elementary school in the Forest Municipal School District, Forest Elementary, has very different demographics. African-American students make up approximately 47 percent of the student body, Hispanic and Latino students make up approximately 35 percent, and Caucasian students make up only about 12 percent of the student body. Of those students that attend the school, 93 percent of them classify as free/reduced lunch students because of the high number of people in poverty (MDE, 2016). These numbers also coincide with the community's lack of college-going culture, with only 13.2 percent of the Forest community going to college after high school graduation, or after obtaining their GED. (U.S. Census Bureau, 2016). SR1 primarily serves K-4th grade students at Forest Elementary, and over the past couple years, it was observed that early literacy skills–phonetics and language development–were increasingly lacking in students who had no formal education prior to entering into Forest Elementary.

Literacy is defined as the ability to read and write, and is connected to everything we do, from our social interactions with others, to our professional lives. Parents/guardians are supposed to be the first teachers for their child(ren), and play a pivotal role in their child's overall development and readiness for school (Paterson, Bruce, Patel, & Chamberlain, 2016). When a parent/guardian is more involved in their child's development, their child is better able to succeed and is able to combat issues of learning loss, because they have parents/guardians who are there to support their child's academic growth. Literacy is a huge problem in Forest, but stems to a problem that affects the state, as well as the nation. More than 30 million adults in the United States cannot read, write, or do basic math above a third grade level. Of these children whose parents have low literacy levels, approximately 72 percent are at the lowest reading levels themselves. These children are more likely to get poor grades, display behavioral problems, have high absentee rates, repeat school years, or even drop out of school. Low literacy is noted to be connected to over $230 billion a year in health care costs because almost half of Americans cannot read well enough to comprehend health information.

Today, literacy is evolving into much more than the ability to read a newspaper and the latest bestseller. For many teachers and students, it is about being intellectually, culturally, and electronically capable. In the workplace, it may mean being proficient in several computer programs, knowing how to research and solve complex problems, or handling multiple projects. From navigating the Internet to making health care-related decisions, literacy is evolving. Literacy

is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Sadly, two-thirds of America's children living in poverty have no books at home, stunting their literary growth, and the number of families living in poverty continues to rise. Many libraries are being forced to close or reduce their operating hours. Children who do not have access to books or read regularly are vulnerable to falling behind in school. As seen with the students in Forest, a lot of them may be raised by grandparents, and the ones who do live with at least one parent, unable to receive the additional support they need because their parent(s) are working to support the family financially.

At SR1 we strive to breakdown those educational barriers that inhibit students from excelling. Every year, SR1 hold a four-week summer camp, as well as facilitates after-school and in-school lessons, where AmeriCorps members are utilized to better develop students' literacy skills.

LOW LITERACY QUICK FACTS...

30 MILLION ADULTS in the United States cannot read, write or do basic math **ABOVE A THIRD GRADE LEVEL**

72% of children whose parents have low literacy levels are at the **LOWEST READING LEVEL**

Low literacy is noted to be connected to health care costs in excess of **230 BILLION DOLLARS**

CAPITOL

SR1 engages state leaders and advocates for K-12 education in the capitol.

DAY AT THE CAPITOL

It was business as usual at the capitol building on Thursday, April 7 as state and local government officials neared the end of the 2016 legislative session. This same day, the rotunda was also shared by SR1 as the organization hosted its first Annual SR1 Day at the Capitol. As state and local government officials, lobbyists and lawmakers gathered to make and influence decisions regarding education, SR1 was front and center networking and promoting their mission of college access and success.

SR1 staff, as well as AmeriCorps members set up a table in the rotunda and shook hands with educational policy makers and stakeholders while sharing information about the many programs that they use to engage and educate students. First year AmeriCorps member Olivia Griffin recounted her experience by saying, "It was an awesome experience for me as a new member, because I learned a lot about the process by which educational policies are created and changed".

State and local government officials play an important role in allocating funding for education, non-profit organizations and special programs. SR1 is deeply invested in educating Mississippi's kindergarten through 12 grade scholars both academically and socially, which is why community and state involvement and support are important. State Representative Alyce G. Clarke, who represents House District 69 in the Mississippi House of Representatives, also shares this

same mission. Rep. Clarke is a member of six committees, including the Education Committee and is Vice Chairman of the Drug Policy Committee. Clarke shared her passion for education and offered her support to help further SR1's mission.

Currently SR1 serves Hinds, Madison and Scott counties; however with state and local support, SR1 can prepare thousands more scholars to attend and be successful in college. For more information on how you can invest in the success of Mississippi's next generation through SR1 please visit our website www.sr1tech.org.

VET ASPIRE: COLLEGE ACCESS AND SUCCESS

On Friday, April 12, SR1 selected four high school students to participate in Mississippi State University's VetAspire program: Sarah Demus of Murrah High School, Bryanna Taylor of Terry High School, Kenan Jackson of Forest Hill High School, and Miana Mozee of Clinton High School.

Mississippi State University, which has the only College of Veterinary Medicine in the state of Mississippi, hosts their all-day VetAspire program (8 a.m. until 5 p.m.) to give high school students who may be interested in the field of veterinary science the opportunity to shadow current vet students and gain field and clinical experience by participating in clinics, lectures, and hands-on activities.

Forest Hill High School senior, Kenan Jackson truly enjoyed himself, and felt that the day further confirmed his desire to be a veterinarian.

"That experience sealed the deal for me. I know now that I want to do that for the rest of my life," said Jackson.

Just as Mississippi State University's VetAspire program gives students hands-on and real-world experience by teaching, SR1 does the same thing through their year-round academic and social skill building program.

FROM L TO R: Sarah Demus of Murrah High School, Bryanna Taylor of Terry High School, Kenan Jackson of Forest Hill High School, and Miana Mozee of Clinton High School at Mississippi State University ' College of Veterinary Medicine for the Vet Aspire Program.

"I love how the SR1 program cares about the kids' education," stated Sarah Demus' father.

SR1's ultimate goal for all of its students is college access and success, and it helps students to achieve that goal by taking students on college tours and exposing them to college programs, such as the VetAspire program.

LEARNING LOSS

Breaks are important—our bodies need to rest every once in a while so they can continue to work hard, grow, and strengthen. Summer break especially is a fun time, and kids need to get out and enjoy the sun and freedom from the classroom!

However, can the summer break also be dangerous?

Studies have found that students can regress as much as two months in their knowledge and skills during summer break!

That's just in general. In reality, math skills can regress by 2.6 months and reading skills by 2 months. At the beginning of the next school year, 6-8 weeks are spent trying to re-learn all the information and skills lost during the summer. This sets students back even further in their studies and makes it more difficult for teachers to move forward.

Learning Loss, or the Summer Slide as some call it, occurs because the brain is no longer stimulated or challenged and therefore begins to lose its hard-earned skills. Just as the body must be exercised regularly in order to build muscles and strength, the brain must also be "exercised" through learning in order to grow and mature.

How can Learning Loss be prevented? It only takes 2-3 hours per week to keep the brain engaged and growing stronger. This time can be spent reading, trying out new sports, taking walks, exploring your city's museums, local active learning experiences (i.e., church, parks and recreation, and summer camp activities), helping with community service, and engaging in small projects and practical skills (i.e., baking, gardening, fixing a bike, etc.).

SR1 holds a five-week Summer Enrichment Camp to help combat the issue of learning loss. The five-week summer camp is comprised of various themed weeks, including: Health, Science, Cultural Arts, Math, and College/Reading. During these weeks, students participate in activities that are geared towards that particular week's theme. The students engage in interactive, hands-on activity, that keeps them thinking while on a break from school.

So, this summer, keep your family active! Take the opportunity to learn new things, explore, and engage the world around you. You never know what you'll discover.

C.O.O.L.™ COALITION

SR1 partners with and is supported by the C.O.O.L.™ Coalition to promote a healthier and safer community.

DRUG FREE

Scientific Research is a non-profit organization that strives for college access and success amongst the youth that they serve. One innovative program that SR1 is using to help eliminate disparities amongst the youth is their Drug Free Coalition. The coalition consists of a group of young teenagers, middle and high school, that renders information amongst their peers that would urge them to stay drug free. The coalition works with Hinds and Madison counties to help the communities to be aware of the dangers of the numerous drug trends that circulate the communities. Recently, SR1's Drug Free Coalition has made several remarkable strides to achieve their goal of keeping drugs out of the hands of their schools and out of their communities.

On Sept. 24, SR1 selected five of their youth ambassadors to meet with a representative of Mothers Against Drunk Driving, popularly known as MAAD. This meeting informed the youth ambassadors of a drug compliance check that would be conducted at two local gas stations. The objective of the mission was ensuring that merchants rejected the sale of alcohol to minors. If the store was in compliance, that store passed the compliance check. However, if alcohol was purchased, the owner would be penalized according to Mississippi's state law. The checks were a success; both stores passed. The checks were supervised by the Jackson Police Department.

On Saturday, Sept. 26, SR1's Drug Free Coalition took part in Madison County's national Prescription Drug Take Back Day. This was a day that the community could dispose of expired unwanted prescription drugs. This was a very important day for the coalition. Prescription drugs are one of the most common drugs teens can access and abuse. The youth ambassadors assisted the Madison Police Department in properly disposing of the drugs. Also, they got a chance to render information about Scientific Research and what it was about.

Make A Difference Day is a national day that is recognized annually by SR1. This year on Oct. 24, SR1 held its celebration at Pelahatchie Shore Park in Brandon. There were a number of booths that highlighted the many different programs and activities within the organization. At the Drug Free booth, Madison Police Department was present with their astonishing Fatal Vision demonstrations. This is a mock of what it would feel like to be intoxicated and how it would affect your body.

The Drug Free Coalition feels very strongly about the influences the community may have on children when it comes to manipulating the youth to use drugs, especially when they are unaware of the conniving techniques that are used. Chief of the narcotics division from Madison County's Police Department visited with the Olde Towne Middle School site (Madison County) and the Brinkley Middle School and Millsaps site (Hinds County). Among the topics discussed, the various types of drugs and their effects in which they hinder the body were greatly emphasized. The Madison County Chief, Kevin Newman, did a great job of explaining how many different forms drugs come in in today's society and how it can affect one's life.

The Drug Free Coalition is working to advertise the importance of staying drug free in the communities they serve. As of now, SR1 has three billboards to stress the significance of staying clear of drug usage.

All of SR1's youth ambassadors undergo multiple and random drug tests to assure their loyalty to their confession of being drug free. Periodically the coalition, along with the youth ambassadors, will meet to discuss upcoming events and what they can do to make their community a better and safer drug free zone.

ROBOTICS

SR1 partners with the University of Mississippi and the Mississippi Museum of Science to provide opportunities for K-12 students to engage in 21st Century skills in science and robotics competitions.

Pictured above (L to R): Nia Williams (Murrah High School), Azya Lyons (Murrah High School), Haley Berry (Germantown Middle School), Sarah Demus (Murrah High School), Selena White (Clinton Christian Academy), and Callie Hinton (Ridgeland High School)

Since 2011, SR1 has always had a robotics team; however, it was not until 2018 that the robotics team consisted of all girls.

"In a male dominated industry, it is good to have a team of girls, as well as a female coach, to help create change and breakdown barriers," said Kia Graham, SR1's robotics coach.

According to 2014-2015 data from the *National Center for Education Statistics*, the percentage of STEM-degree earning women is low, with women not even making up half the percentage numbers except for in Biological and Biomedical sciences.

PERCENTAGE OF DEGREES EARNED BY WOMEN IN POSTSECONDARY INSTITUTIONS (2014–2015)

	Bachelor's	Master's	PhD
Biological and Biomedical sciences	59.0%	57.3%	53.3%
Mathematics and Statistics	43.0%	40.6%	27.9%
Physical sciences and science technologies	38.5%	37.5%	34.3%
Engineering and engineering technologies	18.7%	25.2%	23.2%
Computer and Information sciences and Support services	18.0%	30.4%	22.5%
All STEM fields	35.1%	32.7%	34.4%

(National Center for Education Statistics, 2016)

"A diverse and inclusive workforce will yield better products and solutions for our customers and better experiences for our employees. When we encourage girls to pursue science and technology, we double our potential to solve problems."

For women of color, those percentages are even smaller. Looking at date from that same year, the percentage of degrees earned by Black women in postsecondary institutions was 2.9%, 3.6% for Latinas, and 4.8% for Asian women.

In 2015, women of all ethnicities made up less than one-quarter (24%) of those employed in STEM occupations, while the gap for women of color was even wider. Minority women (Black, Asian, Latina) made up slightly less than 10% of working scientists and engineers in the United States in 2015.

The women that are employed with STEM jobs are still not making as much money as the men who are employed in STEM jobs.

In the United States, women in computer, engineering, and science occupations were paid an estimated 79.2% of men's annual median earnings in 2016.

In order to get a higher representation of women — especially minority women — involved in STEM, we must educate young girls.

In a survey commissioned by Microsoft, it was discovered that young girls become interested in STEM subjects around the age of 11 and then quickly lose interest when they are 15.

Within only a four-five years' time, it is up to teachers and parents/guardians to nurture girls' passion for STEM.

One way to help nurture that passion is for girls to have role models that look like them and are doing jobs that future STEM girls would be interested in.

Lack of role models within future STEM girls' own families is a major obstacle in itself when it comes to graduating from high school and advancing to higher education, so having role models to help them pursue STEM fields makes it that much harder.

Girls also need to participate in hands-on STEM exercises. Participating in hands-on STEM exercises both inside and outside the classroom can help bring the subject to life.

Microsoft said it is important to show girls how the material can be applied in real-life situations, giving the topics more relevance in their lives.

SR1 exposes students, most of whom are minorities, to careers and fields that they might not have even imagined before.

STEM is a major focus area for SR1, as they strive to eliminate disparities for minorities in STEM. With STEM being a consistently growing industry, with more and more career positions becoming available, it is important for SR1 to be able to add to the number of qualified STEM leaders of the future.

In an interview with CNN, a Microsoft executive stated, "A diverse and inclusive workforce will yield better products and solutions for our customers, and better experiences for our employees," it said. "When we encourage girls to pursue science and technology, we double our potential to solve problems."

Team SCARLET Family Fun Science Night

"SCIENCE CAUSES ALL KINDS OF REACTIONS." // ANONYMOUS

Harsika Dillibabu, member of the Electrical Team, shows off REPTAR to students.

Johnathan Williams, member of the Computer Team, and James Phillips, member of the Mechanical Team, show off the Gatorbot to students. Harsika Dillibabu and Callie Hinton, member of the Public Relations Team, look on for support.

Team SCARLET proved this quote to be true when they participated in the Mississippi Museum of Natural Science for Family Fun Science Night on Jan.19.

The Family Fun Science Night is an annual event that provides families with elementary and middle school aged children the opportunity to experience science in fun, hands-on ways. Visitors get to see live Mississippi wildlife, develop their mind with brain teaser challenges, and much more.

Team SCARLET brought along several of their robots, including: Gatorbot, which is powered and operated by a NXT brick and programming system, and REPTAR, which functions with the assistance of the LEGO Mindstorm app as well as with the pairing of Bluetooth on an iPad.

As parents and children filled the walkways and booths, Team SCARLET greeted each guest with a robot and a smile! Some members explained how the robots worked to the children, while others told parents/guardians and other guests about SR1, while also discussing the importance of STEM in school.

Not only was Team SCARLET able to teach their guests, but they learned some things as well. The night helped the team to gain public speaking skills as well as social skills, which are components of their robotics competitions, in addition to the actual robotics.

SR1's Team SCARLET looks forward to returning to the annual Family Fun Science Night with more innovative ideas.

OXFORD QUALIFYING TOURNAMENT

SATURDAY, DECEMBER 7, 2019

(REVISION 2-12/3/19)

Thank you to the host of this Qualifying Tournament, FIRST Tech Challenge Team #6076 - Robodores.

SCHEDULE OF EVENTS **Schedule is subject to change**

7:15AM – 7:45AM	Volunteers Check-in
7:30AM – 8:15AM	Judges Meeting
7:45AM – 8:20AM	Teams Check-in
8:30AM – 10:00AM	Robot Inspection **Please be inspected when not in judging.*
8:30AM – 9:50AM	Judging Interviews **See judging schedule below for assigned time.*
10:00AM – 10:20AM	Drivers Meeting with Head Referee **on the field – Drive Team Only*
10:25AM – 10:45AM	Opening Ceremony
10:45AM – 12:00PM	Morning Qualification Matches
12:00PM – 12:45PM	Break for Lunch
12:45PM – 2:45PM	Afternoon Qualification Matches
2:45PM – 3:00PM	Alliance Selection
3:00PM – 4:15PM	Elimination Round
4:30PM – 5:00PM	Awards and Closing Ceremony

JUDGING SCHEDULE **Judges take 10 minutes between sessions to review notebooks and collaborate. **

Begin Time	Panel 1	Panel 2	Panel 3	Panel 4
8:30 AM	13849	8690	6516	12550
8:50 AM	8772	17701	11221	12389
9:10 AM	13432	7802	14800	6273
9:30 AM	14754	6205	13139	

List of competing teams are listed on the reverse side.

Center for Mathematics & Science Education est. 2006
THE UNIVERSITY OF MISSISSIPPI

FIRST TECH CHALLENGE

OXFORD QUALIFYING TOURNAMENT
SATURDAY, DECEMBER 7, 2019
(REVISION 2-12/3/19)

Thank you to the host of this Qualifying Tournament, FIRST Tech Challenge Team #6076 - Robodores.

TEAMS SCHEDULED TO COMPETE (15)

Team Number	Team Name	School/Organization
6205	SCARLET	SR1
6273	Technocats	Bogue Chitto Attendance Center
6516	ChargerBots	Oxford High School
7802	Challenge Accepted	Northwest Mississippi Robotics
8690	Twisted Circuits	Water Valley High School
8772	Houlka Robowildcats	Houlka Attendance Center
11221	Starbots	Byhalia Middle and High Schools
12389	TMS WaveBots – Gold	Tupelo Middle School
12550	Ctrl+Alt+Elite	Friendship Christian Academy
13139	Beetles	Madison Ridgeland Academy
13432	TMS WaveBots – Blue	Tupelo Middle School
13849	OMS Chargerbots	Oxford Middle School
14754	Wire Surgers	Mentoring Youth Through Technology
14800	Cyberdine	Mantachie High School
17701	The Flash Drivers	Oxford Middle School

Event and Judging Schedule appear on the reverse side.

Center for Mathematics & Science Education est. 2006
THE UNIVERSITY OF MISSISSIPPI

FIRST TECH CHALLENGE

JACKSON QUALIFYING TOURNAMENT
SATURDAY, JANUARY 11, 2020

Thank you to the host of this Qualifying Tournament, FIRST Tech Challenge Team #3486 – Techno Warriors Advanced.

SCHEDULE OF EVENTS **Schedule is subject to change**

7:15 – 7:45AM	Volunteers Check-in
7:30 – 8:15AM	Judges Meeting
7:30 – 8:00AM	Teams Check-in
8:20 – 10:00AM	Robot and Field Inspection **Please be inspected when not in judging.*
8:20 – 10:20AM	Judging Interviews *See judging schedule below for assigned time.
10:15 – 10:30AM	Drivers Meeting with Head Referee **on the field – Drive Team Only*
10:30 – 10:45AM	Opening Ceremony
10:45 – 12:00PM	Morning Qualification Matches
12:00 – 12:50PM	Break for Lunch
1:00 – 3:00PM	Afternoon Qualification Matches
3:00 – 3:15PM	Alliance Selection
3:15 – 4:45PM	Elimination Round
4:45 – 5:15PM	Awards and Closing Ceremony

JUDGING SCHEDULE – SUBJECT TO CHANGE **Judges take 10 minutes between sessions to review notebooks and collaborate**

Begin Time	Panel 1	Panel 2	Panel 3	Panel 4
8:20 AM	8651	14685	8803	6205
8:40 AM	14539	13176	16723	16151
9:00 AM	13139	16611	16819	8781
9:20 AM	9298	6704	11195	10663
9:40 AM	16694	16218	12390	16863
10:00 AM	17341			

List of competing teams are listed on the reverse side.

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FIRST TECH CHALLENGE

JACKSON QUALIFYING TOURNAMENT
SATURDAY, JANUARY 11, 2020

Thank you to the host of this Qualifying Tournament, FIRST Tech Challenge Team #3486 – Techno Warriors Advanced.

TEAMS SCHEDULED TO COMPETE

Team Number	Team Name	School/Organization
6205	SCARLET	SR1
6704	WLBOT Shop	West Lincoln Attendance Center
8651	Wait For It…	Rankin Robotics
8781	The Ironclads	Warren Central High School
8803	East Rankin Robotics	East Rankin Academy
9298	Bionic Cobras	Wesson Attendance Center
10663	Envisioneers I	Pentecostal Church of God In Christ
11195	Envisioneers II	Pentecostal Church of God In Christ
12390	Robotic Raiders	Lamar School
13139	Beetles	Madison Ridgeland Academy
13176	Spark-O-Matic Robotics	Medgar Evers Library/Broadmeadow Church
14539	Techno Turtles	The Village School
14685	Tune Squad	Murrah High School
16151	R U Serious	NGenius Learning
16218	Ross Collins CTC	Ross Collins
16611	Cougar Labs	Simpson County Academy
16694	Misplaced Pieces	Hattiesburg Community Team
16723	Jackson SkyWalkers	Provine HS / Michelle Obama Early College HS
16819	Wall-E	STEMSouth
16863	Lamar middle school	Lamar School
17341	Tropical Depression	West Harrison High School

Event and Judging Schedule appear on the reverse side.

Center for Mathematics & Science Education est. 2006 THE UNIVERSITY OF MISSISSIPPI

FIRST TECH CHALLENGE

SOCCER FOR SUCCESS

SR1 partners with and is supported by the U.S. Soccer Foundation, St. Dominic's Hospital, and D1 Jackson Sports Training and Therapy to implement the Soccer for Success program and promote healthy lifestyles.

GETTING FIT: ONE KICK AT A TIME

On October 28, 2018, SR1 held a Community Soccer Day Event at the D1 Sports Training Facility in Gluckstadt, MS. SR1's mission for the Soccer for Success Day was to promote a healthier lifestyle in order to combat childhood and adult obesity in the state of Mississippi.

Mississippi currently ranks third in the nation for obesity in children between the ages of 10 and 17 and second in adult obesity (2016). The number of children who are considered overweight or obese in Mississippi—projected to be about 41.8% of all children—has tripled since the 1970s. According to the 2016 Center for Disease Control (CDC) reports, 70.4% of children ages 2-18 and 37.3% of adults ages 18 and up are considered obese. Childhood obesity has been proven to reduce life expectancy by five years.

The high prevalence of overweight and obesity continues to pose major public health challenges both globally and in the United States, particularly in Mississippi. In 2014, more than 1.9 billion adults worldwide were overweight and more than 600 million were obese. In the United States, data from the 2011-12 National Health and Nutrition Examination Survey indicates that 78.6 million US adults (34.9%) were obese. Nationally, the annual cost of medical care related to obesity is estimated at $147 billion to $210 billion.

In Mississippi, about 1.5 million adults (71.3%) were overweight or obese in 2015, although rates varied by race and sex. A study of obesity trends in the Mississippi Delta Region (a region with a disproportionately high burden of cardiovascular disease and a population that is 50% black) found that the prevalence of obesity increased significantly, 3.5% annually from 2001 to 2010. The cost of obesity-related health care in Mississippi is projected to reach $3.9 billion by 2018.

Given the high prevalence of obesity in Mississippi and the numerous associated health risks, programs and resources need to be in place to help combat obesity, which will also vastly reduce the percentage of people who fall victim to the chronic health problems that come with obesity.

One way that SR1 helps to combat that issue is by working alongside the U.S. Soccer Foundation. The U.S. Soccer Foundation's programs are the national model for sports-based youth development in underserved communities. The U.S. Soccer Foundation views soccer as a powerful vehicle for social change. By supporting the development of places to play, places to grow, and places to learn, our goal is to ensure that children in underserved communities have easy and affordable access to quality soccer programs that support their physical and personal development. Since its founding in 1994, the Foundation has established programs proven to help children embrace an active and healthy lifestyle while nurturing their personal growth beyond sports.

SR1 is a part of the U.S. Soccer Foundation's Soccer for Success (SFS) program.

SR1 was selected by the U.S. Soccer Foundation as the sole organization in Mississippi to implement the SFS program, contributing to the U.S. Soccer Foundation's service of over 70,000 children a year. SFS is a program established by the U.S. Soccer Foundation that has 400 sites in over 30 cities throughout the nation. The program allows SR1 to serve over 300 K-8th grade students a year using evidence-based age-appropriate curricula to combat childhood obesity in Mississippi, through soccer, which is a non-traditional sport for low-income students. Trained coach-mentors lead students in engaging 90-minute sessions three days a week during which students learn soccer skills, incorporate nutrition education, and learn how to lead a healthy lifestyle. The SFS curriculum allows the students to increase knowledge in health awareness in a fun, encouraging, and safe environment.

SR1 (SCIENTIFIC RESEARCH) PRESENTS

SOCCER FOR SUCCESS
U.S. SOCCER FOUNDATION

C.O.O.L.™ Soccer for Success Day

A DAY OF FUN AND SOCCER FOR
SR1 STUDENTS AND THE SURROUNDING COMMUNITY

Leading a healthier lifestyle one kick at a time

SATURDAY, OCTOBER 26TH, 2019

10:00 AM - 1:00 PM

FOREST ELEMENTARY SCHOOL
513 Cleveland Street
Forest, MS 39074

All healthy lifestyle activities are **FREE!!!**

ACTIVITIES INCLUDE:

- Family Engagement
- Research-based nutrition curriculum
- Basic soccer skill drills to teach healthy habits and critical life skills
- Healthy snacks
- Free t-shirts and soccer balls to the first 100 K – 4 students

FOR MORE INFORMATION CONTACT:
Call 601.206.4544 and ask for Heather McDonald or Dominique Triplett or email info@SR1Tech.org

**Do not forget to bring your lawn chair and bug repellent! **

MILLSAPS

SR1 partners with and is supported by Millsaps College and the Mississippi Department of Archives and History in developing strong and healthy family dynamics and to promote civic literacy and engagement.

BUILDING STRONG FAMILY DYNAMICS

Healthy family relationships are at the core of the success of young children and teenagers. While families go through both good and difficult times, a family with healthy dynamics in place is able to help and support each other to build the best healthy family relationship. There are several building blocks to incorporate to build and maintain positive relationships.

A study conducted by the *KidsMatter Early Childhood Initiative* suggests that some factors that help build strong family relationships include:

- Making relationships a priority
- Communicating effectively
- Working together as a family
- Providing support for each other

MAKING RELATIONSHIPS A PRIORITY

Here are a few ways to show your family that they are important:

- **Spend time with children and other family members:** When you are together, it may be helpful to set aside a few minutes each day to spend with your family and children doing simple things like talking to them, singing songs, playing a game, or even making dinner together. Let your child show you how to do something so that they feel special.
- **Be affectionate:** Everyone has different ways of showing love and care. Any positive sign of affection shows that you care and may help develop trust and closeness in the relationship.
- **Celebrate little achievements:** While it is fun to celebrate birthdays and important milestones, you can also make happy occasions out of everyday positive things that your child does.
- **Separate work and family life:** Work can take many forms and sometimes we may forget to switch off from work and end up thinking about it even when we are not working. It may be helpful to remind yourself to try and give our full attention to our family and children when we are with them.

COMMUNICATING EFFECTIVELY

Families can set the tone for positive communication:

- **Listen:** Focus on what children are saying to show that you are genuinely interested. Give your full attention and treat what family members say as important.
- **Tune in:** Paying attention to emotions is important for supporting positive family relationships. Tuning into your own feelings and expressing them in ways that allow others to understand them promotes caring relationships.
- **Acknowledge feelings:** Listen for meaning and feeling and actively check that you understand your child's feelings. By helping children to explain their feelings you can help them understand their emotions.
- **Show respect:** It is easier for people to listen and accept your view when you communicate in a respectful and caring way. This allows children to sense your calmness and warmth even when setting boundaries.

- **Set an example:** The way you communicate is important as children are learning what to do by watching you. By showing children that what they say is important and providing them with respectful responses, you can teach them to do the same when they communicate with others.
- **Send clear messages:** Clear messages are less likely to be misinterpreted. Avoid giving mixed messages in which you say one thing and do another. Try to match what you do with what you say.
- **Talk with children:** The way adults speak can encourage children to respond or to shut down. Listening and paying attention shows interest but it is also helpful to ask specific questions about topics of interest to children.

WORKING TOGETHER AS A FAMILY

These strategies may help families work together:

- **Communicate clear expectations**
- **Talk about the good stuff**
- **Have family discussions**
- **Include children in decisions**

PROVIDING SUPPORT FOR EACH OTHER

Some ways to provide support are:

- **Being present**
- **Sharing the load**
- **Checking with others**
- **Asking for help**

Lessons in Civic History

Each year, SR1 participates in Martin Luther King Jr.'s National Day of Service as a way to provide education on the topic of Civil Rights, through engaging service activities.

On January 14, SR1's AmeriCorps members hosted a family forum entitled "Lessons in Civic Literacy." Jerry Mitchell, an Investigative Reporter with the Clarion Ledger, delivered a powerful, thought provoking presentation about the tireless efforts that he used to solve cold cases that have haunted Mississippi's most racist roots.

Mitchell spared no details as he described the painful truths that have blemished Mississippi and The Civil Rights Era. SR1 families and students listened intently to Mitchell's description of each case, which he played a pivotal part in reopening to deliver justice and closure to victims of families involved.

Fueled by the unfairness of Mississippi's justice system, Mitchell's work helped put four Klansmen behind bars: Byron De La Beckwith for the 1963 assassination of NAACP leader Medgar Evers; Imperial Wizard Sam Bowers, for ordering the fatal firebombing of NAACP leader Vernon Dahmer in 1966; Bobby Cherry, for the 1963 bombing of a Birmingham church that killed four girls; and Edgar Ray Killen for helping organize the 1964 killings of James Chaney, Andrew Goodman and Andrew Schwerner.

Participants of the family forum were openly engaged in the experience, asking questions and commenting about the Civil Rights Era, as well as Jerry Mitchell's many journalistic experiences.

Jerry Mitchell, Investigative Reporter for the Clarion Ledger, speaks to SR1 parents/guardians, students, and community members about Mississippi Civil Rights cold cases.

Parents/guardians gave their accounts of what it was like growing up in the segregated South, while students listened to those honest accounts, as they were reminded of how good they have it now and how they shouldn't take opportunities such as education for granted.

Mr. Mitchell's presentation sparked inquisition among participants and served as a crucial reminder of how race relations have progressed since the Civil Rights Era, but that there is still some ways to go.

Just like Mr. Mitchell, SR1 AmeriCorps members will continue to instill in its students the importance of upholding civic duty, and standing up for causes that are important.

SR1 (SCIENTIFIC RESEARCH)

SUMMER ENRICHMENT PROGRAM 2019

JUNE 4 – JULY 11, 2019
8:45 AM – 1:00 PM

TUESDAYS, WEDNESDAYS & THURSDAYS

MILLSAPS COLLEGE
(GRADES K-12)

Summer Schedule

Dates	K-4th grade	5th-12th grade
June 4-6	Health Week	Health Week
June 11-13	Science Week	Science Week
June 18-20	Cultural Arts Week	Cultural Arts Week
June 25-27	Math Week	Math Week
July 9-11	Reading and Writing Week	College Week

SR1 (Scientific Research) Summer Enrichment Program

Join SR1 for a summer of exploring, discovering, and examining science, technology, engineering, and mathematics (STEM) coupled with the fascinating world of health and cultural arts.

A 5 week camp of this quality would generally cost **$1,000.00** per participant.

SR1 is offering the camp **FREE OF CHARGE** to selected students who **desire College Access & Success** and are enrolled in the **Community Oriented Opportunities for Learning (COOL™) Project.** So hurry to register before allocated slots are filled!!

Deadline to register is May 14, 2019

How to Register Your Child(ren).....

A Parent/Guardian must complete the attached registration form. Indicate which week(s) your child(ren) will attend camp and return the form via mail, e-mail, or fax to SR1. Feel free to contact us if you have any questions or concerns. We are excited about your child(ren) attending SR1's Summer Camp 2019.

Health Week • JUNE 4-6, 2019

During health week, students will engage in various activities designed to increase the students' awareness of their physical health and educate them on various lifestyle habits that can help them maintain good health.

Science Week • JUNE 11-13, 2019

The students will participate in several activities and lessons that will teach them various science related topics not taught in their schools as well as prepare them for college courses.

Cultural Arts Week • JUNE 18-20, 2019

Cultural arts week will increase the students' tolerance and understanding of different cultures, thereby preparing them for the diversity they will encounter once they attend college and enter the work environment.

Math Week • JUNE 25-27, 2019

During math week, students will apply math topics to real-world scenarios, thereby strengthening the students' math backgrounds and abilities in an interactive manner.

College Week • JULY 9-11, 2019
(HIGH SCHOOL AND MIDDLE SCHOOL)

SR1's ultimate goal of preparing students for college by illustrating the college process and strengthening their academic and social perception of college.

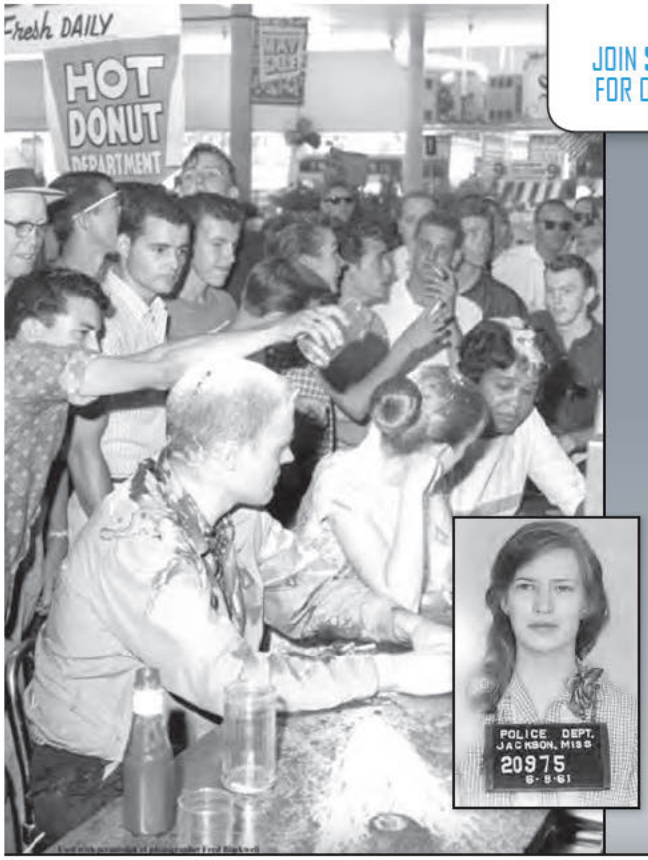
Reading and Writing Week • JULY 9-11, 2019
(ELEMENTARY)

Students will engage in a variety of reading activities to increase vocabulary and reading comprehension and writing.

SR1 (Scientific Research)
369 Towne Center Blvd Suite A
Ridgeland, MS 39157
601.206.4544 (Phone) • 601.206.4545 (Fax)
info@sr1tech.org

Mailing Address:
SR1 (Scientific Research)
P.O. Box 2839
Ridgeland, MS 39158

SR1's Community Oriented
Opportunities for Learning (C.O.O.L.™)



JOIN SR1 FOR OUR **C.O.O.L.™ EDUCATION DAY**

CIVIL RIGHTS *Conversations* with

JOAN & LOKI MULHOLLAND

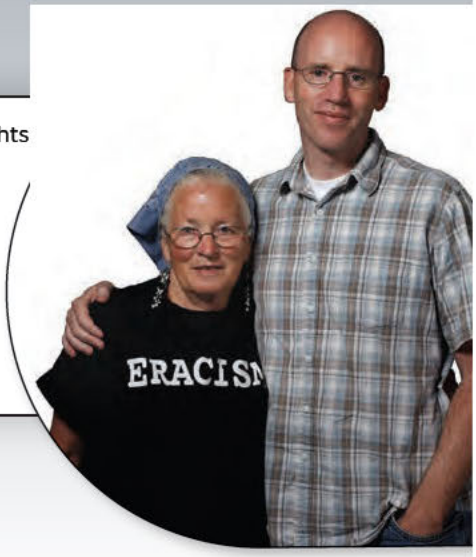
SATURDAY, JANUARY 19, 2019

1:30 PM • DOORS OPEN AT 1:00 PM

MILLSAPS COLLEGE
GERTRUDE C. FORD ACADEMIC COMPLEX
1701 NORTH STATE STREET • JACKSON, MS 39210

JOAN TRUMPAUER MULHOLLAND, a recipient of the 2015 National Civil Rights Museum Freedom Award, is a Civil Rights Icon who participated in over 50 sit-ins and demonstrations by the time she was 23 years old. She was a Freedom Rider, participant in the Jackson Woolworth's sit-in, the March on Washington, the Meredith March and the Selma to Montgomery March.

LOKI MULHOLLAND is an award-winning filmmaker, author, activist and son of Civil Rights icon, Joan Trumpauer Mulholland. An Emmy-winning producer who has received 40 Telly Awards, Loki's films on race and social justice issues have won 11 Best Documentary awards.



THIS EVENT IS OPEN TO ALL COMMUNITY MEMBERS

WITH A MINIMUM **$5 EDUCATIONAL DONATION**
TO ASSIST SR1 IN PROVIDING
COLLEGE PREPARATORY SERVICES TO K-12 STUDENTS.

DONATIONS FOR EVENT TICKETS CAN BE MADE
JANUARY 7-18, 2019, AT SR1'S THINK CENTER.

MUST HAVE TICKET TO ENTER EDUCATIONAL EVENT.
LIMITED TICKETS AVAILABLE DAY OF THE EVENT.

For more information, contact SR1 at **601.206.4544**
or visit our website at **sr1tech.org.**

SR1 (SCIENTIFIC RESEARCH)
P.O. Box 2839 ▪ Ridgeland, MS 39158 ▪ 601.206.4544
www.sr1tech.org ▪ info@sr1tech.org
facebook.com/SR1info ▪ @SR1info

The Assassination of Medgar Evers
Olde Towne
BLACK HISTORY MATTERS
Highland Elementary
Ann E. Smith
SR1

SR1's Community Oriented Opportunities for Learning (C.O.O.L.™)

THE JTM FOUNDATION
Dorie Ladner
Civil Rights Activist
Joyce Ladner
Civil Rights Activist
KINGS COUNTY JAIL
Rev. Ed Kir
Civil Rights Activ
Frmr.Tougaloo Chapl
IF YOU CAN'T FLY, THEN RUN. IF YOU CAN'T RUN, THEN WALK. IF YOU CAN'T WALK, THEN CRAWL. BUT WHATEVER YOU DO, KEEP MOVING FORWARD.
DR. MARTIN LUTHER KING, JR.
SR1
TOUGALOO ALUMNI
BLACK HISTORY MATTERS

THE JTM FOUNDATION
SR1
EXIT
1960

SR1
TOUGALOO ALUMNI
BLACK HISTORY MATTERS

CANTON

SR1 partners with and is supported by the Canton community to provide college preparatory and STEM services to K-12 students.

No Feat Too Small, No Barrier Too Tall: Unsung Heroes of Black History

During the month of February, students at Nichols Middle School were immersed in learning, focused on many of the unsung heroes of Black History. While the Civil Rights Movement was publicly pioneered by the likes of Martin Luther King, Jr., Malcolm X, and more, it is important for today's generation to be aware of the accomplishments of less-acknowledged African Americans who made a change behind the scenes. Nichols scholars were captivated by lessons that interconnected introductions of historical Black figures with an array of correlated hands-on activities. Some of the activities included scientific experiments, crafting cardboard guitars and functional lung models, and labeling the parts of a gelatin brain, the latter of which the scholars devoured with no hesitation!

On the list of reviewed influential people was Dorothy Height, who President Barack Obama named the "godmother of civil rights." Ms. Height was a Civil Rights icon and women's rights activist, and was honored with the recent addition to the commemorative "Black Heritage" series of Forever Stamps.

Scholars were also introduced to Percy Julian, a research chemist and pioneer in the synthesis of medicines that are still used today, and Daniel Hale Williams, who founded the first Black-owned hospital in America, as well as performed the world's first successful heart surgery.

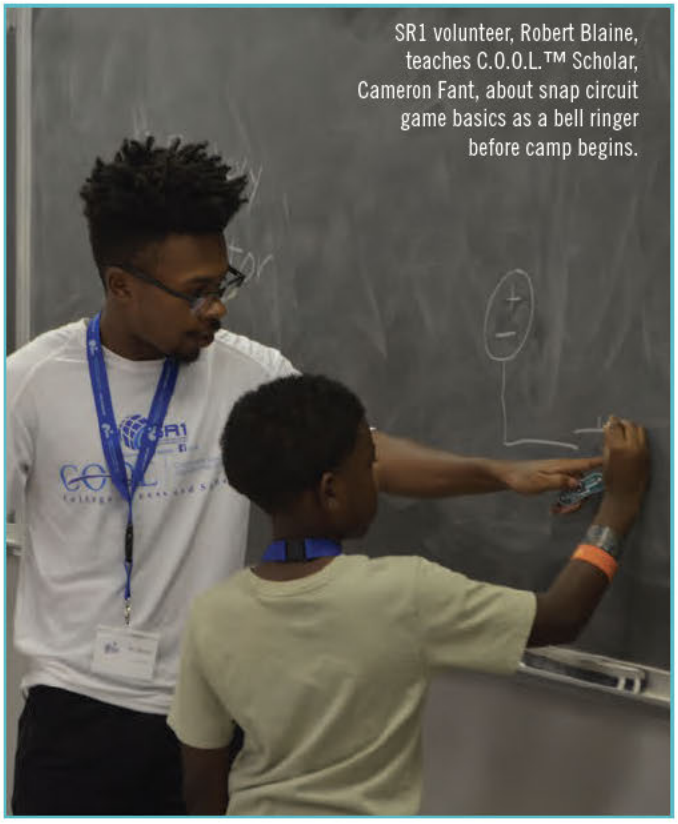
(From l to r: Kiara Smoot, Akira Smoot, Nathaniel Thomas, Tiyunka Anderson, and Markayla Taylor show off their guitars.)

In conjunction, scholars explored the anatomy and physiology of some human organs: the heart, lungs, and brain. Scholars also took a virtual trip to the Mississippi Delta, the home of the "Blues Highway," and the birthplace of many talented historians, authors and musical legends such as B.B. King. The scholars were fascinated to discover the lasting impression his music has had on a range of genres, from country to hip-hop.

While there are only 28 days in the month of February, the impact of positively influential African Americans should be appreciated every day!

SR1 C.O.O.L.™ Educator, Henry Goss, helps students with a lab safety escape room activity for Science Week.

SR1 Summer Enrichment Camp



SR1 volunteer, Robert Blaine, teaches C.O.O.L.™ Scholar, Cameron Fant, about snap circuit game basics as a bell ringer before camp begins.

During the summer, students are excited to be out of school, but at SR1, we continue to keep students engaged with our five-week Summer Enrichment Camp, which is held at Millsaps College.

The camp is comprised of various themed weeks, which include a: Health Week, Science Week, Cultural Arts Week, Math Week, and *College/Reading Week.

*College Week is for the middle and high school students, while the elementary students focus on reading.

With each themed week, students participate in hands-on activities that are geared towards that specific week.

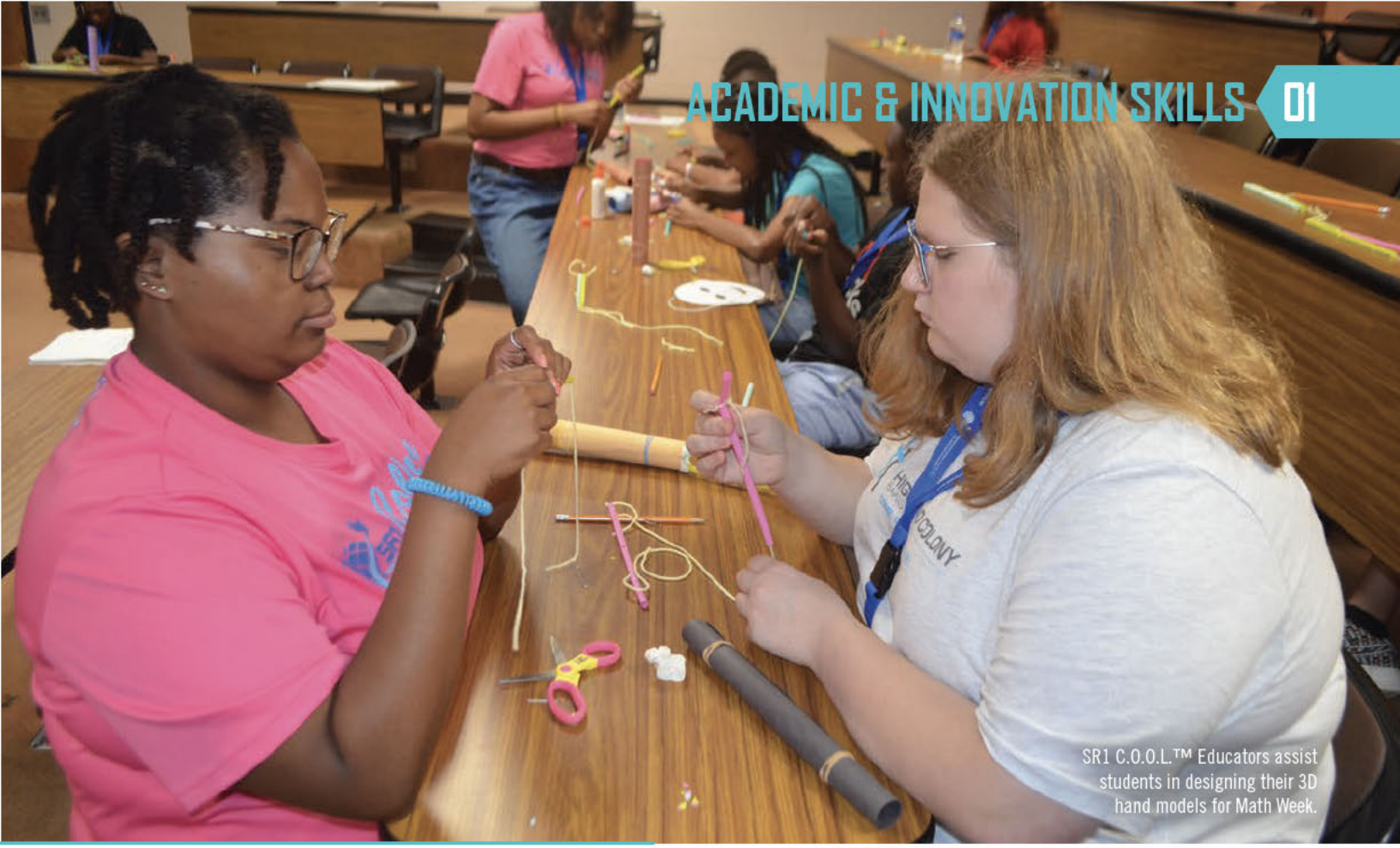
SR1's Summer Enrichment Camp began with Health Week. The week focused on different aspects of health, everything from oral health to mental and emotional health. Students also discussed physical health and how having a balanced diet and being physically fit helps to play an important role in a person's life.

For the next week, Science Week, students learned about various natural disasters, and were also able to get some lab experience. Middle and high school students learned about the anatomy of a frog and even did a frog dissection.

Newcomers to SR1, Michael Gibson and DeAsia Stewart, enjoyed Science Week.

"My favorite week was science week because I learned more about science, and I actually like science," stated Gibson.

Stewart enjoyed science week because she had the opportunity to participate in dissection.



SR1 C.O.O.L.™ Educators assist students in designing their 3D hand models for Math Week.

"I like to dissect things because it's fun and interesting," said Stewart.

Week three was Cultural Arts Week, and the culture that students learned about was Nigerian culture. Students did arts and craft activities to help them learn more about Nigeria.

Veteran participant, Andre Nathaniel, Jr. (A.J.), who has been a part of SR1 since the fifth grade and is now entering into his ninth grade year at Ridgeland High School, enjoyed Cultural Arts Week.

"Cultural Arts Week was my favorite week because I liked learning about how the Nigerians live in comparison to us, and also trying their different types of food and learning about how their environment is, stated A.J."

Week four was Math Week, and students learned about all things numbers. Students learned how to budget and they learned engineering skills with a bridge activity. Students even did measurement calculations with EV3 robots.

SR1's Summer Enrichment Camp ended with College/Reading Week. College is the goal for all the students at SR1. During the week, middle and high school peer educators helped to enforce the importance of college, engaging students in college-related activities and discussions, and even organized a campus tour at Belhaven University. Elementary students participated in Reading Week, where they learned topics like reading comprehension through the book *Charlotte's Web*.

Though only five weeks long, SR1's Summer Enrichment Camp gave students the opportunity to gain knowledge in different areas of study.

Elementary students paint their volcanoes for one of their Science Week activities.

SR1 C.O.O.L.™ Educator, Ms. Tanya Wash, and first grader, Lodriguez Williams, get a hands-on science lesson on reptiles by Mississippi Museum of Natural Science Scientist, Mr. Corey Wright.

SR1 Forest Summer Camp

During the summer, SR1 holds a five-week summer enrichment camp for K-12th grade students at Millsaps College for students who live in the Madison/Hinds County area.

While this camp is going on, SR1 also holds a summer camp in Forest, MS for Pre-K-4th grade students at Forest Elementary School (FES).

The summer camp in Forest is different from the summer camp at Millsaps, in that the camp in Forest focuses primarily on literacy.

Since SR1 first began facilitating the summer camp in Forest, back in 2015, literacy was the focus to help students prepare for the 3rd Grade Reading Summative. Initially, SR1 would take second and third grade students who were identified as at-risk for grade failure for the next school year by FES Administration, and provided those students with literacy tutoring aligned with the Literacy Based Promotion Act.

SR1's literacy focused summer camp has since evolved. Students are now selected based on their STAR Reports, with students who score high or in the medium range being the ones chosen to participate in SR1's *C.O.O.L.™ Kids Learn to Read Project.* Students first start during the academic year and then go through the summer.

SR1's literacy camp has proved very beneficial.

In 2015, nine additional third grade students out of 15 third grade summer camp students passed the Third Grade Reading Summative and were promoted to the fourth grade. Approximately six student files were reviewed for promotion to the fourth grade based on the "just cause" clause.

In 2016, five additional third grade students out of seven summer camp students passed the Third Grade Reading Summative and were promoted to the fourth grade. Approximately five student files were reviewed for promotion to the fourth grade based on the "just cause" clause.

Though the SR1 team works hard to get the students to the next level academically, it's not all work. SR1 makes sure to incorporate fun, interactive activities also, but this summer's fun, interactive activity came outside of the classroom.

On the last week of summer camp, students, teachers, and SR1 C.O.O.L.™ Educators ventured to the Mississippi Museum of Natural Science. Instead of their usual literacy lesson, students learned about different animals common to Mississippi.

The students really enjoyed themselves, and the adults did also!

"I know a lot of the kids had never been to the museum before, and I had never been either, so it was fun for me and them to be able to see what it was like," stated Mrs. Watkins, a third grade math teacher at FES.

METEOROLOGIST Patrick Ellis

Meteorologist Patrick Ellis speaks to the elementary students about all things weather and the benefits of being in the STEM field.

During science week, the elementary students learned about natural disasters, such as: hurricanes, tornadoes, and volcanic eruptions.

Though the students had become pretty knowledgeable about the topic of weather, the SR1 C.O.O.L.™ Educators thought it would be a good idea for them to listen to someone who might be a little bit more knowledgeable, so who better to talk to the students than an actual meteorologist!

Patrick Ellis, morning meteorologist for WLBT and Fox 40, visited the students to discuss all things weather and to inspire some aspiring weather scientist.

Ellis also gave some pointers about doing a weather forecast, which the students were able to create at the end of the visit.

Ellis, who credited his love for meteorology on his fear of thunderstorms, expressed to the students that while they might not know exactly what they want to do yet, being in programs like SR1's summer camp is a good program for them to be in.

"Doing what you are doing here at SR1 will help you a lot," stated Ellis.

He also encouraged the students to continue to learn about STEM.

"Being in the STEM field is a big thing. If you have a love of science, a love of technology, a love of engineering, or a love of math, you can make all of that work into a great career."

CODING TO SUCCESS

THE EVOLVING WORLD OF TECHNOLOGY

THEY'RE EVERYWHERE! Smartphones, tablets, computers, even virtual assistant 'Alexa' is taking over our homes. Over the last decade, technology has advanced and changed how we engage the world around us. Americans use smart devices to communicate with family, friends, and employers. Students are also ditching the pen and paper to use laptops and iPads to submit class assignments. As the world continues its transition to digital, there are new applications that have to be created in order to keep up with the demand of the technology business.

Did you know that someone creates the latest update to your iPhone or Galaxy Note? Or did you know there's a man and/or woman fixing the bugs in your Snapchat app?

App developers are the brains behind your favorite app on your smart device. These programmers typically have a degree in computer science or computer engineering. According to Code.org, 58 percent of all new jobs in STEM (Science, Technology, Education, and Mathematics) are in computing. Computing jobs are the number one source of new wages in the U.S., are integral to every industry and every state, and they're projected to grow at twice the rate of all other jobs.

Today, kids around the world are being introduced to unique programs that focus on computer programming and app development. But it's never too late to learn to the business.

"I discovered my passion for computer engineering one summer after shadowing a mentor at Mississippi State University. The rest was history!", says Frederick Burns, creator of the CultureSnap app.

Burns, a Jackson native and once valedictorian of Wingfield High School developed the social media photo filter app to appeal to young African Americans. On the app's release date, it received nearly 2,000 downloads.

The Jackson State University grad began working on the app for about six months, fighting through 15 different trial runs before releasing it on June 19, 2017. After two years on the market, it has received nearly 10,000 downloads from the Apple and Google Play store.

"It took a lot of work and dedication to learning the basics of programming and writing code but I kept going," said Burns.

Burns continues to look at ways to enhance his platform with new updates and changes to meet the needs of it users. He also manages his own company, RuniT, LLC where he develops a wide-range of apps.

"If you have a great idea, write it down, work on your next steps to success and go for it! The only way to succeed, is to make your ideas/goals a reality."

SR1 high school students are jumping at the chance of learning the basics of coding. In a recent lesson, students were tasked with creating their own app and explaining how their apps would benefit users.

"I thought it would be cool for students to create apps," Daja Brent, SR1's high school peer educator explained. "It would be a great skill that they could use, because coding is becoming really popular."

The class spent weeks drafting plans to launch their apps. During this time, they learned the basic skills involved in coding, skills that will become increasingly more useful and beneficial in the digital age. In their app lab design, they created two prototype apps: the first was Boing, a thought generator, and the second was Nurses on the Rise, a social media app through which nurses can communicate.

But coding is not just for the older students, SR1 starts the elementary students off with coding, using such toys and accessories as Cozmo (an artificially intelligent toy robot that teaches students the basics of coding to enable Cosmo to do different tricks) and Osmo (a reflective artificial intelligence accessory designed to pair with an iPad, so that students can engage in activities that teach numbers, shapes, words, and so much more, by bridging the real and digital realm).

As coding innovation continues to evolve, a new academy in Mississippi has stepped on the scene focusing on educating recent high school grads about coding. The Mississippi Coding Academies operates tuition-free, 11 month courses in Jackson and Starkville that transform recent high school graduates into full-stack coders and web developers. According to their website, mscoding.org, the Jackson campus is currently registering coders for the 2019-2020 class that begins in June 2019.

If you're looking to learn more about coding and computer programming, below are some resources that explain the basics on getting your children involved today!

Code.org, CodeAcademy, Code Avengers, Code Combat, Codeemoji, Code Monster, KhanAcademy, Kodable, Lightbot, Scratch, Stencyl, Tynker

According to teachyourkidscode.com, a website with content geared towards coding activities for kids and beginners below are the eight reasons why coding is important to learn for kids:

- Programming helps children learn to problem solve
- Computer programming gives children a challenge and helps them develop resilience
- Coding teaches children how to think
- A child expands their creativity when they learn how to code
- Computer programming is the future
- There is a lack of skills in the software industry
- Coding helps children learn how to have fun with math
- Coding is learning while having fun

BUILDING STRONG FAMILY DYNAMICS

SR1 PARENT/FAMILY SPOTLIGHT

Heathy family relationships are at the core of the success of young children and teenagers. While families go through good and difficult times, a family with healthy dynamics in place is able to help and support each other to build the best healthy family relationship. There are several building blocks to incorporate to build and maintain positive relationships.

A study conducted by the KidsMatter Early Childhood Initiative suggests that some factors that help build strong and family relationships include:

- Making relationships a priority
- Communicating effectively
- Working together as a family
- Providing support for each other

Callie Hinton and mother Stephanie Hinton: Madison County Family Spotlight

MADISON COUNTY FAMILY:

Parent Name: Stephanie Hinton

Student Name: Callie Grace Hinton

How long has your child been a part of SR1?
Callie has been in the program since 6th grade and she's currently in 9th grade at Ridgeland High School.

What does your child enjoy about the SR1 program?
She enjoys the overall program but she really enjoys robotics and the summer programs. She's currently on the All-Girls Robotics Team.

How has SR1 benefitted your child?

It was an answer to a prayer for our family because she had trouble with math in the 5th grade.

She wasn't doing poor enough to get extra help at school, so we had a friend to tutor her but she was behind. With that struggle at the beginning of 6th grade, we got call from the school counselor about the SR1 program. The nomination was an honor because at that time maybe only two or three were picked for 6th grade. That was maybe the first year. The tutoring part really helped us out. And she's been exposed to things she probably wouldn't have been exposed to if she wasn't in the program. Different cultures, pertinent information, and developing friendships on a social level. She has really enjoyed being a part of the robotics team and has mentioned this is something she would like to get into in the future.

SR1 C.O.O.L.™ Educator, Ja'lyn McElroy, embraces a young child while dropping off donations at Trinity Mission Center in Forest, MS.

SR1'S COMMUNITY BUILDING

On Wednesday, August 7, federal immigration officials raided several food-processing plants in Mississippi, arresting approximately 680 people who were believed to be working in the U.S. illegally, reported NPR writer, Richard Gonzales.

One of the food-processing plants that was raided was Koch Foods, Inc., which is located in Forest, MS, the county seat of Scott County, one of SR1's three target areas.

Forest has a total population of approximately 5,608 people, with 49.6 percent of the population identifying as African-American; 25.1 percent Hispanic/Latino; and 24.8 percent Caucasian (U.S. Census Bureau, 2017); however, Forest Elementary, the only elementary school within the Forest Municipal School district and SR1's Forest site school, has a slightly different demographic.

African-American students make up approximately 44.62 percent of the student body, Hispanic/Latino students make up approximately 37.44 percent of the student body, and Caucasian students only make up approximately 12.31 percent of the student body (MDE, 2018).

According to a 2019 report of the 10 Mississippi Cities with the largest Latino Population, Forest ranked number one.

With a high population of Hispanic/Latino people, the city of Forest was definitely affected by the ICE raids; however, it was not just the adults, but also their families, including their children, who were affected.

"Parents were hugging their children and crying while ICE officials stood by to take the parents with them," described an assistant teacher at the local elementary school. "It was hard to watch."

Because Forest is an area that SR1 serves, and because Forest Elementary is SR1's target school in Forest, SR1 felt the need to give back to the community to help provide some essentials, such as: food, water, and other items that were needed for families.

The foundation of SR1's proven Education Model is community building, so when a community that SR1 works with was going through a tough time, they were compelled to step in.

Though SR1 strives to build students' academic and social skills, their service goes well beyond the classroom.

C.O.O.L.™ KIDS CORNER

HI! MY NAME IS MARY ANN! I'M 8 YEARS OLD AND SOMEDAY I'M GOING TO BE A VETERINARIAN—SOMEONE WHO TAKES CARE OF ANIMALS! ANIMALS OF ALL KINDS MAKE ME AS HAPPY AS A CLAM. IN ORDER TO ACHIEVE MY DREAMS, I HAVE TO STUDY MY SCIENCES REALLY HARD, BUT I LOVE READING ABOUT ALL THESE AMAZING CREATURES!

I THOUGHT, SINCE I'M LEARNING A LOT, I COULD SHARE WHAT I LEARN WITH YOU! DO YOU WANT TO KNOW MORE ABOUT ANIMALS? AWESOME!

TODAY WE'RE GOING TO DISCOVER SOME NEW AND EXCITING FACTS ABOUT **SNAKES!** SNAKES ARE THE BEES' KNEES AND ARE SOME OF THE MOST UNIQUE ANIMALS IN THE WORLD!

FACTS DID YOU KNOW...?

- Snakes belong to the biological class Reptilia and the order Squamata. They're close cousins are lizards.
- There are 18 Snake Families and 3,449 species of snakes? That's a lot of different types of snakes!
- **POPULAR TYPES OF SNAKES** rattlesnake, corn snake, copperhead, king cobra, ball python, rat snake, garter snake, viper, coral snake, boa constrictor, gopher snake, California king snake, banded water snake, cottonmouth, black mamba,
- **FEATURES** Snakes have long, legless bodies covered in scales that help them crawl forward, side to side, and strike at their prey! They also don't have ears or eyelids (so don't challenge them to a staring contest—unless you're prepared to lose!), but they can send vibrations in the ground that help them locate their prey. They also have thin, forked tongues that help them smell.
- Snakes get a bad rap for being "slimy," but actually their skin is smooth and dry!
- **SIZE** The smallest breed of snake is the Leptotyphlops Carlae on the Caribbean island of Barbados; its body is about the size of a spaghetti noodle and it can fit coiled up on a U.S. quarter! The largest breed of snake is the Eunectes Murinus, or the Giant Green Anaconda, in Southeastern Asia and the East Indies; its body can weigh up to 550 pounds and can grow to be 30 feet long!
- **HABITAT** Snakes can live almost anywhere, including forests, grasslands, deserts, wetlands, and oceans! The only climate they don't like is the freezing cold, so you won't find snakes in the High Arctic or Antarctica.
- **FOOD** Snakes are carnivores, which means they eat only meat. They are predators of other animals, like mice, birds, small animals, and sometimes even other snakes! Snakes don't have teeth, so they have to eat their meals in one large bite! Their jaws are extremely flexible, which allows them to open their mouth super wide and gobble up animals that are bigger than them in one bite.
- **VENOM** Out of 3,449 snakes in the world, about 600 types of snakes are venomous. That means they kill their prey by biting them with their razor sharp fangs that shoot venom—deadly poison—into their food. You should never approach a venomous snake!
- You should always be careful when around snakes. Some snakes are harmless but others can seriously hurt you if they feel frightened and threatened. Remember: snakes are more likely to be scared of you than you are of them. If you find a snake, admire it from afar and leave it in peace.

SNAKE WORD SEARCH CAN YOU FIND ALL 13 SNAKES?

K B G O P H E R S N A K E R D Y E G G A
Z B L A C K M A M B A G E J I F S S L M
E Y E K A N S T A R R P Z G I V S H Q B
S D T T X Z V F P Z I I I K S U E F F X
J W E N D T F Y M V H M A T D K X J Y T
B C R I C H H V F B R G I F E V D B M D
D O F F L G B T D C A X C N B P F F M G
X S A E I B A C C R I C O R N S N A K E
H M R C V Z N C T J R T T A C V R N T I
H K X H O R T E D M A E T R O B B V S V
M C H D M N R U V Q W K O B P C V L V V
W I Q V F S S Q S K T A N O P D A T M V
H F R B N W M T J X F N M C E W Z F H V
P M A A F J C K R X E S O G R B X X D X
Z C K H W C M Z T I X E U N H F O B X J
V E A E V R Y S Q E C L T I E Q G S E J
G G P P V X O E I A R T H K A A A U A E
C O R A L S N A K E T T O Q D G Z I R J
R Z Y N O H T Y P L L A B R D Y F Q N B
U E N V F W Q L N P T R N T S I I U B I

RATTLESNAKE
CORNSNAKE
COPPERHEAD
KINGCOBRA
BALLPYTHON
RATSNAKE
GARTERSNAKE
VIPER
CORALSNAKE
BOACONSTRICTOR
GOPHERSNAKE
COTTONMOUTH
BLACKMAMBA

NO PEEKING!

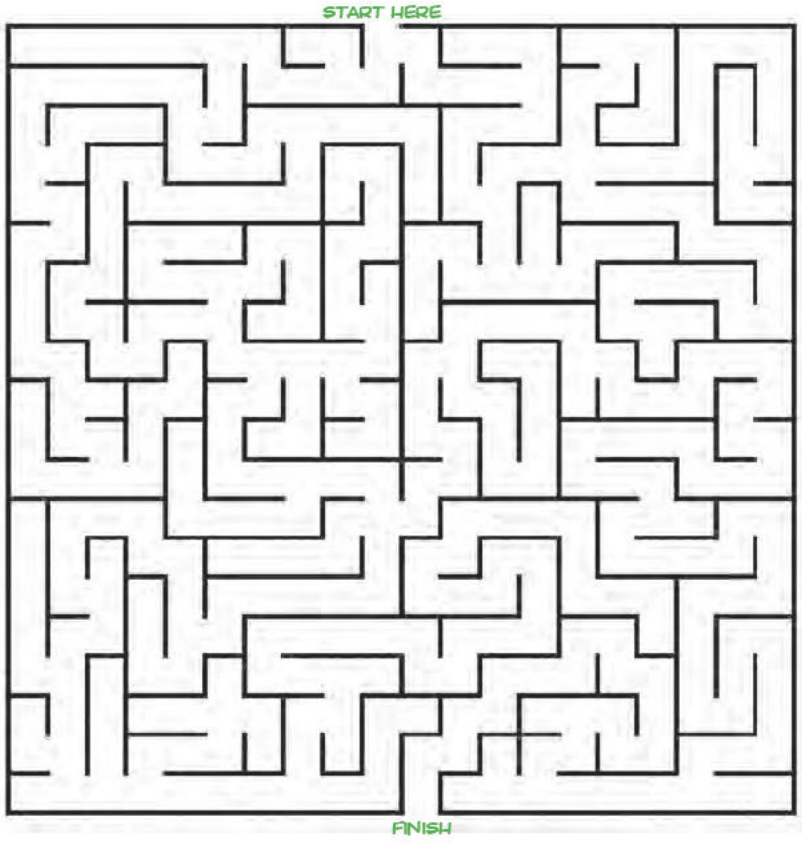
THE ANSWERS TO THE WORD PUZZLE, JOKES, AND MAZE ON THIS PAGE CAN BE FOUND ON PAGE 22!

JOKES SNAKES

1. WHAT SNAKES ARE FOUND ON CARS?
2. HOW DO SNAKES WEIGH THEMSELVES?
3. WHY ARE SNAKES HARD TO TRICK?
4. WHY COULDN'T THE SNAKE TALK?
5. WHAT IS A SNAKE'S FAVORITE SUBJECT?
6. WHAT SNAKES ARE GOOD AT MATH?

SNAKE MAZE

CAN YOU SLITHER TO THE FINISH?



BOOK REVIEW THE KING OF STING, COYOTE PETERSON (2018)

"…At the end of the day, I want people to understand these insects rather than thoughtlessly brushing them aside or aimlessly killing them. They're not menaces to the environment; they're fascinating creatures who play a distinct and incredibly important role within our planet and its ever-evolving ecosystem." –Coyote Peterson

Since 2014, Coyote Peterson has been an internet/YouTube sensation, teaching the world about hundreds of animals by getting up close and personal—sometimes even a little too close. *The King of Sting*, his second book, documents his journey through what he calls "The Sting Zone": a series in which he climbs Justin Schmidt's pain index scale of dozens of different types of insects and other creatures.

Coyote begins his journey with a close encounter with a pokey Porcupine, and then continues the adventure with Scorpions, Harvester Ants, Fire Ants, European Paper Wasps, Velvet Ants, Tarantula Hawks, Honey Bees, Bullet Ants, and Warrior Wasps. Each new insect brings a higher rating on the pain scale, leading up to the most painful sting in the world—the fearsome Executioner Wasp!

The book follows Coyote all over the world as he seeks out these incredible insects and comes face to face with them. Every page is filled with fun facts, exciting stories, and countless photos of animals, bugs, and more! Coyote tells us all about these amazing creatures and the good things they do for our planet, and how we can take care of them in turn.

So get ready for an exciting adventure full of fun, danger, and a whole lot of bugs! Go read *The King of Sting*!

MOVIE REVIEW SPIDER-MAN: INTO THE SPIDER-VERSE (2018)

"My name is Miles Morales. I was bitten by a radioactive spider. And for like two days, I've been the one and only Spider-Man. … I never thought I'd be able to do any of this stuff. But I can. Anyone can wear the mask. You can wear the mask. And if you didn't know that before, I hope you do now."

FOR KIDS:

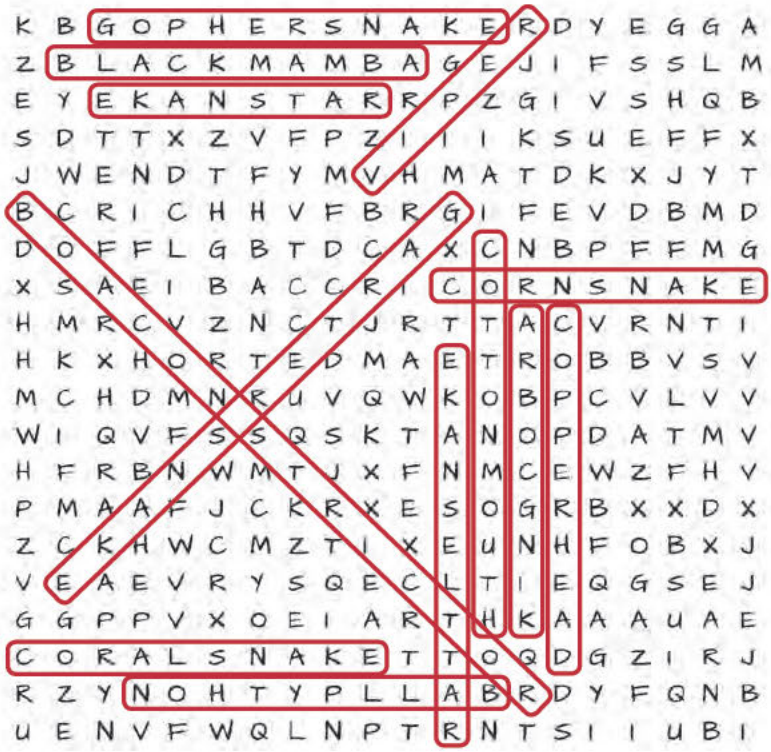
Miles Morales is just a normal teenager in Brooklyn, New York. He plays basketball, likes rap music, has a penchant for graffiti art, and is trying to fit in at his new school. However, everything changes when a radioactive spider bites him. Now, Miles has these weird new abilities, like sticking to walls and ceilings, and even a special sense that warns him of danger. At the same time, the villainous crime boss Kingpin wants to merge together five alternate dimensions and destroy the city. With help from his newfound Spider-friends, Miles has to stop Kingpin, save New York, and get everyone home safely. Can he master his skills before it's too late?

FOR PARENTS:

Spider-Man: Into the Spider-Verse is a new twist on the classic Spider-Man origin story. Miles is relatable as he tries to find the balance between his life, culture, and school. The other Spider-People—Peter B. Parker, Gwen Stacy, Peni Parker, Spider-Noir, and Spider-Ham—are a diverse crowd, representing heroes of all shapes, sizes, ethnicities, even cartoon styles. Through the events of the movie, our heroes learn many valuable lessons: how to be brave, responsible, stand up for what's right, and keep promises.

Ultimately, the theme of this movie is that anyone can be a hero, regardless of who you are or where you're from. Stan Lee, Spider-Man's original creator, once said, "That person who helps others simply because it should or must be done, and because it is the right thing to do, is indeed without a doubt a real superhero." By the end of the movie, Miles is the hero and inspires us all to follow that path and take a leap of faith.

SNAKE WORD SEARCH ANSWERS



RATTLESNAKE
CORNSNAKE
COPPERHEAD
KINGCOBRA
BALLPYTHON
RATSNAKE
GARTERSNAKE
VIPER
CORALSNAKE
BOACONSTRICTOR
GOPHERSNAKE
COTTONMOUTH
BLACKMAMBA

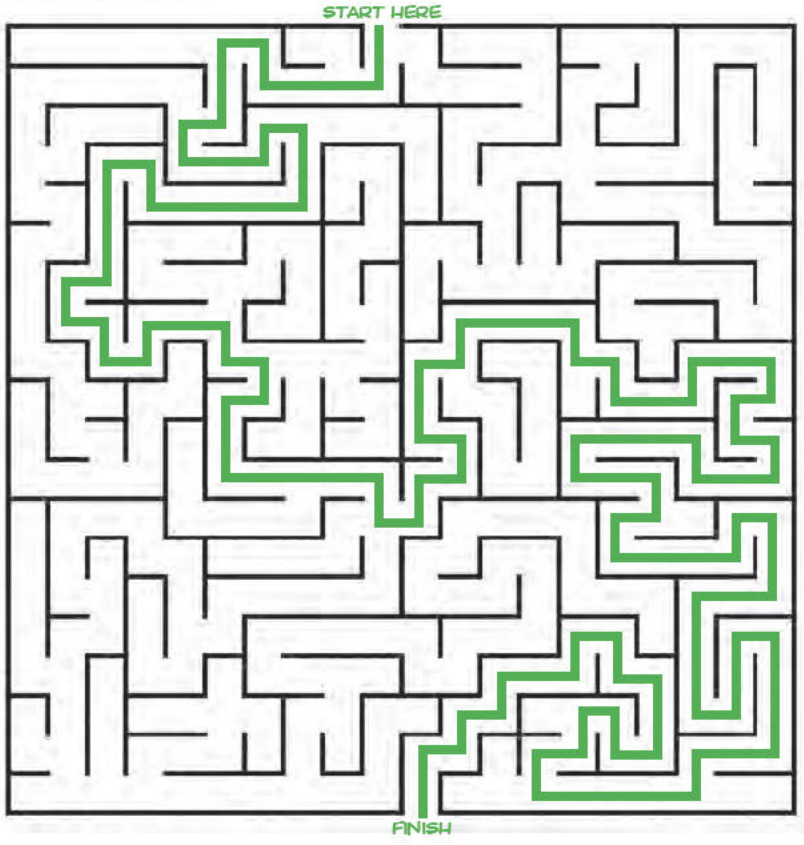
ANSWER PAGE

HOW DID YOU DO?

JOKES SNAKES

1. WHAT SNAKES ARE FOUND ON CARS?
   WINDSHIELD VIPERS!
2. HOW DO SNAKES WEIGH THEMSELVES?
   WITH THEIR SCALES!
3. WHY ARE SNAKES HARD TO TRICK?
   NO ONE CAN PULL THEIR LEG!
4. WHY COULDN'T THE SNAKE TALK?
   HE HAD A FROG IN HIS THROAT!
5. WHAT IS A SNAKE'S FAVORITE SUBJECT?
   HISS-TORY!
6. WHAT SNAKES ARE GOOD AT MATH?
   ADDERS!

SNAKE MAZE SOLUTION



COOL™ CANTON

Community Oriented Opportunities for Learning

CANTON PROJECT

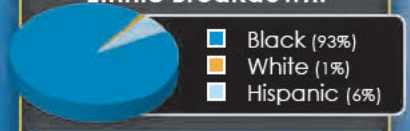
AREA SERVED

Canton Public Schools District (in orange)

STATISTICAL PORTRAIT OF CANTON PUBLIC SCHOOLS DISTRICT

Total Students: 3,338

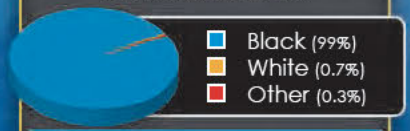
Ethnic Breakdown:



NICHOLS MIDDLE SCHOOL

Total Students: 399

Ethnic Breakdown:



CANTON HIGH SCHOOL

Total Students: 814

Ethnic Breakdown:

Free/Reduced Lunch

95% District

100% Nichols Middle School

97% Canton High School

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@SR1info

Scientific Research (SR1) is a non-profit 501(c)3 organization that strives to be a leader in eliminating disparities in education, health, and technology. Throughout the nation, these disparities have been a habitual and more prevalent problem for the state of Mississippi and underrepresented minorities. We believe that all students should have the chance to reach their full potential. Students will learn core subject area matter and be provided educational enrichment opportunities from SR1 staff and AmeriCorps members--all passionate and proficient in their area of study.

The **COOL Canton Project** is a year-round non-school hour based program designed to assist students in 6th-8th grades at Nichols Middle School and students in 9th-12th grades at Canton High School with developing 21st century skills necessary for academic success, character-building, and dropout prevention through innovative tutoring, mentoring, and enrichment activities.

The **COOL Canton Project** offers a pipeline of services through SR1's COOL Model that will give students enhanced, comprehensive learning until they achieve college access and success. The **COOL Canton Project** consists of non-school hour activities during the school year and summer recess. The Project will foster the following:

- Non-school hour and summer recess mentoring and tutoring
- School and community collaboration
- Mentoring and tutoring aligned with Common Core standards
- Advanced hands-on STEM (Science, Technology, Engineering, & Mathematics) mentoring and tutoring
- Innovative skills development (critical thinking, communication, collaboration, creativity)
- Instructional strategies and small group mentoring and tutoring to meet students' individual needs and learning styles
- Learning in a safe, positive environment
- College and career preparation (civic literacy, problem solving skills, social skills, etc.)
- Enriching recreational activities to promote healthy lifestyles
- Bi-lingual and culturally competent SR1 staff to serve the needs of ELL Students
- Family, social service, and health programs that engage parents/guardians in their student's learning process and lives
- A respectful, encouraging relationship between SR1 staff and the students and their parents/guardians

Independent evaluation has identified that the SR1 COOL Model's pipeline of services helps students improve their academic and social skills necessary for college, career, and life.

COOL CANTON PROJECT PARTICIPANTS INCLUDE:

GRADES/SCHOOLS

6TH - 8TH	9TH - 12TH
Nichols Middle School	Canton Public High School

Parents/Guardians of Student Participants

5:1 student to AmeriCorps Member tutoring/mentoring ratio

The success of the COOL Canton Project is a direct result of generous support of time and donations from the communities. Grant/Cooperative Agreement with the Mississippi Department of Education supported this publication.

For more information or to support the COOL Canton Project, contact SR1 via email at: info@sr1tech.org.
Website: www.SR1Tech.org • Mailing address: P.O. Box 2839 Ridgeland, MS 39158

Published: 05.2019

SR1
MAKING EDUCATION, HEALTH AND TECHNOLOGY AVAILABLE TO ALL

SR1 CONTRIBUTIONS TO FOREST ELEMENTARY REPORT

2014-2015 • 2015-2016 • 2016-2017 • 2018-2019

SR1 (SCIENTIFIC RESEARCH)

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SR1 CONTRIBUTIONS TO FOREST ELEMENTARY

2014-2015 • 2015-2016 • 2016-2017 • 2018-2019 REPORT

SR1 Mission

SR1, a 501 (c)3 non-profit organization located in Ridgeland, Mississippi, tutors and mentors K-12 students in Hinds, Madison, and Scott counties, to eliminate disparities in health, education, and technology, through the use of technology and partnerships.

SR1 Multi-Disciplinary Team

SR1's team of instructional facilitators is comprised of multidisciplinary AmeriCorps members who either have a Bachelor's degree or are in the process of obtaining one.

2014-2015 Academic Year

- SR1 provided 110 third grade students literacy tutoring aligned with the Literacy Based Promotion Act during in-school hours. Services were delivered daily for four to five hours.
- Thirty-eight (38) third grade students who were identified at-risk by FES administration were provided literacy tutoring by SR1 during after school hours on Tuesdays and Thursdays. Tutoring focused on literacy content aligned with the Literacy Based Promotion Act.
- SR1 provided ten (10) AmeriCorps Literacy Day Tutors (an investment of $36,700) on Tuesdays and Thursdays during in-school hours. Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 provided eight (8) additional AmeriCorps Literacy Day Tutors on Tuesdays and Thursdays during in-school hours. The tutors traveled from Ridgeland, MS via SR1 van (an investment of $25,000). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 paid for two (2) FMSD buses to transport after school students home on Tuesdays and Thursdays.

TOTAL INVESTMENT FOR TUTORS: **$61,700**

2015 SR1 Five-Week Summer Literacy Camp
Monday-Thursday 8 a.m. to 12 p.m.

- SR1 provided funding for six (6) Certified Teachers to teach literacy skills aligned with the Literacy Based Promotion Act to students (an investment of $14,953.50).
- SR1 provided funding for four (4) Teacher Assistants to tutor students in literacy content aligned with the Literacy Based Promotion Act (an investment of $4,361.25).
- SR1 provided three (3) AmeriCorps Summer Literacy Tutors from 7:30 a.m. to 12:30 p.m. (an investment of $3,500). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 served 62 second and third grade students during the summer who were identified as at-risk for grade failure for the next school year by FES administration. Students were provided literacy tutoring aligned with the Literacy Based Promotion Act.
- Without the academic enrichment provided through the SR1 Five-Week Summer Literacy Camp, students would not have been able to receive free summer literacy tutoring.
- Without academic enrichment provided through the SR1 Five-Week Summer Literacy Camp, third grade students who did not pass the third Grade Reading Summative would not have had the opportunity to receive free tutoring nor re-take the test.

- Due to participation in SR1's Five-Week Summer Literacy Camp, nine additional third grade students out of 15 third grade summer students passed the Third Grade Reading Summative and were promoted to the fourth grade. Approximately six (6) student files were reviewed for promotion to the fourth grade based on the "just cause" clause.
- SR1 paid for three (3) FMSD buses to transport summer camp students from home to the school in the morning and from school to home in the afternoon, Monday-Thursday.
- SR1 provided breakfast (i.e. muffins and juice) and lunch (i.e. Subway, Chick-fil-A, Pizza Hut, Honey Baked Ham) to students on a daily basis. Approximate investment of $3,800.

TOTAL INVESTMENT FOR TUTORS: **$22,814.75**

2014-2015 Key Summary Results

- The majority, ninety percent (90%), of third grade students served by SR1 during the academic year and summer passed the third Grade Reading Summative.
- FES administration reported the majority of third grade students served by SR1 showed significant academic improvement on STAR Test Reports.
- The majority, (84.17%), of all FES third grade students passed the third grade Reading Summative.

2015-2016 Academic Year

- Approximately 84 third grade students identified at-risk by FES administration were provided literacy tutoring aligned with the Literacy Based Promotion Act during after school hours.
- SR1 provided 150 third grade students literacy tutoring aligned with the Literacy Based Promotion Act during in-school hours. Services were delivered daily for four to five hours.
- SR1 provided eight (8) AmeriCorps Literacy Day Tutors (Monday-Friday) and After School Tutors twice a week (an investment of $61,248). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 provided eight (8) additional AmeriCorps Literacy Day Tutors on Tuesdays and Thursdays during in-school hours. The tutors traveled from Ridgeland, MS via SR1 van (an investment of $25,000). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 provided funding for four (4) Certified Teachers to teach literacy skills aligned with the Literacy Based Promotion Act to students (an investment of $9,198).
- SR1 provided funding for two (2) Teacher Assistants to tutor students in literacy content aligned with the Literacy Based Promotion Act (an investment of $1,207.50)

TOTAL INVESTMENT FOR TUTORS: **$87,455.50**

2016 SR1 Five-Week Summer Literacy Camp
Monday-Thursday 8 a.m. to 12 p.m.

- SR1 provided funding for six (6) Certified Teachers to teach literacy skills aligned with the Literacy Based Promotion Act (an investment of $14,953.50).
- SR1 provided funding for one (1) Teacher Assistant to tutor students in literacy content aligned with the Literacy Based Promotion Act (an investment of $1,147.)
- SR1 provided funding for four (4) AmeriCorps Summer Literacy Tutors from 7:30 a.m. to 12:30 p.m. (an investment of $5,500). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 served 82 second and third grade students during the summer who were identified as at-risk for grade failure for the next school year by FES administration. Students were provided literacy tutoring aligned with the Literacy Based Promotion Act.
- Without the SR1 Five-Week Summer Literacy Camp, students would not have been able to receive free summer literacy tutoring.
- Without SR1 Five-Week Summer Literacy Camp, third grade students who did not pass the Third Grade Reading Summative would not have had the opportunity to receive free tutoring nor re-take the test.
- Due to participation in SR1's Five-Week Summer Literacy Camp, five additional third grade students out of seven summer school students passed the Third Grade Reading Summative and were promoted to the fourth grade. Approximately five (5) student files were reviewed for promotion to the fourth grade based on the "just cause" clause.
- SR1 provided breakfast (i.e. muffins and juice) and lunch (i.e. Subway, Chick-fil-A, Pizza Hut, Honey Baked Ham) to students on a daily basis. Approximate investment of $4,000.

TOTAL INVESTMENT FOR TUTORS: **$21,600.50**

2015-2016 Key Summary Results

- The majority (89%) of third grade students served by SR1 during the academic year and summer passed the Third Grade Reading Summative.
- **FES administration reported SR1's assistance was vital in reaching a B accountability standing from a D accountability standing in 2014.**
- Approximately 88% of all FES third grade students passed the Third Grade Reading Summative.

2016-2017 Academic Year

- FES administration requested SR1 continue providing the investment of funding for literacy tutoring to teach literacy skills aligned with the Literacy Based Promotion Act.
- At least 70 second, third, and fourth grade students identified as at-risk by FES administration were served by SR1 during after school hours. Students were provided literacy tutoring aligned with the Literacy Based Promotion Act.
- SR1 provided 130 third grade students literacy tutoring aligned with the Literacy Based Promotion Act during in-school hours. Services were delivered daily for four to five hours.
- SR1 provided approximately 40 second grade students literacy tutoring aligned with the Literacy Based Promotion Act during in-school hours to prepare students for the third grade. Services were delivered daily for four to five hours.
- SR1 provided eight (8) AmeriCorps Literacy Day Tutors (Monday-Friday) and After School Tutors twice a week (an investment of $61,248). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 provided nine (9) additional AmeriCorps Literacy Day Tutors on Tuesdays and Thursdays during in-school hours. The tutors traveled from Ridgeland, MS via SR1 van (an investment of $33,000). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- SR1 provided funding for three (3) certified after school teachers to teach literacy skills aligned with the Literacy Based Promotion Act (an investment of $3,375).
- SR1 hosted a "Soccer for Success Day" for students. All FES students who participated received a free SR1 soccer shirt, shin guards, soccer ball, soccer socks, and healthy snack bag.

TOTAL INVESTMENT FOR TUTORS: **$97,623**

2017 SR1 Summer Literacy Camp Monday-Thursday

- SR1 offered to provide Summer Literacy Camp for Hispanic and identified at-risk first- fourth grade students. FES administration felt that with the great student outcomes from the academic year, summer camp was not needed.

2016-2017 Key Summary Results

- Approximately 90% of third grade students served by SR1 during the academic year passed the Third Grade Reading Summative.
- FES administration stated results from the Third Grade Reading Summative 2016-17 showed more FES third grade students passed the initial test than ever before.
- FES administration reported SR1's assistance resulted in all but eleven (11) third grade students not passing the Third Grade Reading Summative.
- With the Summer Literacy Camp, the eleven (11) students would have been able to receive free literacy tutoring, re-take the Third Grade Reading Summative, and have a chance to be promoted to the fourth grade if they did not meet the "just cause" clause.

2017-2018

- SR1 was informed that FES administration did not accept SR1's free day tutoring, after school tutoring or summer camp services, but did want select AmeriCorps Literacy Tutors to stay beyond their service commitment. The tutors were not available beyond their service commitment.
- Community members contacted SR1 requesting continued free services after reporting being asked to pay $25 to $75 a day for non-SR1 tutoring services.

2018 SR1 Four-Week Summer Literacy Camp

Monday-Thursday 8 a.m. to 12 p.m.

- SR1 provided student transportation (2 buses) during the summer session.
- SR1 provided funding for four (4) Certified Teachers and two (2) ELL consultants to teach literacy skills aligned with the Literacy Based Promotion Act (an investment of $6,506.25).
- SR1 provided funding for four (2) AmeriCorps Summer Literacy Tutors from 7:30 a.m. to 12:30 p.m. (an investment of $2,000). Tutors focused on delivering literacy content aligned with the Literacy Based Promotion Act to students.
- Without the SR1 Four-Week Summer Literacy Camp, students would not have been able to receive free summer literacy tutoring.
- SR1 provided twenty-nine kindergarten and first grade students literacy tutoring aligned with the Literacy Based Promotion Act. FMSD selected students based on their high scores on their STAR Assessment, and their potential to succeed in the next grade.
- SR1 provided school supplies ($5,790.45) (i.e. headphones, copy paper, pencils, erasable markers, small white boards) for students during the summer literacy camp.

2018-2019 FES Academic Year

- FES administration requested SR1 continue providing the investment of funding for literacy tutoring to teach literacy skills aligned with the Literacy Based Promotion Act.
- SR1 worked with the students from the summer, and added more students for the academic year.
- SR1 provided student transportation (2 buses) during the academic year.
- SR1 provided funding for nine (9) AmeriCorps members during school and after school (Full, Part-Time and Minimum AmeriCorps Members: $33,510.31)
- SR1 provided funding for (4) certified after school teachers to teach literacy skills aligned with the Literacy Based Promotion Act to students (an investment of $14, 246.25).
- SR1 provided school supplies ($27, 669.28) (i.e. headphones, copy paper, pencils, erasable markers, small white boards) for students during the after school program.
- SR1 held parent meetings, so that the parents can be better informed about the program.

2019 SR1 Four-Week Summer Literacy Camp and 2019-2020 FES Academic Year

- SR1 will continue to teach literacy skills aligned with the Literacy Based Promotion Act.
- SR1 will work with the students from the previous academic year, and add additional students for the summer and 2019-2020 FES academic year: working with first, second, and third grade students.

FHS and HMS Academic and Social Support

Not only has SR1 contributed to Forest Elementary, but for the past two years, the SR1 team has provided Forest High School and Hawkins Middle School students with no-cost academic/social services, and equipment ($26,274.41) that include:

- ACT Prep
- Basketball College Recruitment Clinics
  - Atlanta, GA
  - Indianapolis, IN
  - Kansas City, KS
  - New Orleans, LA
  - Dallas, TX
  - Orlando, FL
  - Syracuse, NY
  - Ladera Ranch, CA
  - Las Vegas, NV
  - Birmingham, AL
  - Spartanburg, SC
- Healthy Relationship Curriculum
- College Visits
  - Nicholls State University
  - University of Nevada, Las Vegas
  - Harvard University
  - Yale University
  - Louisiana State University
  - Mississippi State University
  - University of Mississippi
- Track uniforms
- Workout equipment
- Kneepads for male and female basketball team
- Headbands for male and female basketball team
- Water bottles for female basketball team
- Engraved basketballs for female basketball team
- Gatorade bottles with a cart for female basketball team
- Gatorade Pod bottles for female basketball team
- 8-quart water bottles for female basketball team

SR1 realizes the potential of Forest's students and looks forward to a continued partnership, with the goal of college access and success.

Summary Evaluation Points

- Mississippi State University (MSU) evaluated program services at Forest Elementary School
  - MSU found the programs currently undertaken by SR1 utilized best practices in teaching and developing today's youth. The collaborative efforts between SR1 and the partners are ones which could serve as models for other non-profits with an educational focus.
  - MSU found that variations of the program offered at Forest Elementary for K through fourth grades compared to other SR1 after school programs in that the administrators in the school district determined the procedures for the program and also selected the Peer Leaders for the program.
  - MSU noted through the observational reflections: The student participants, staff and volunteers all strongly agree that the numerous programs and activities offered by SR1 are not to be exceeded. Various adults working with the student participants in these programs report positive results for the participants.
  - FES administration did not note any needed areas of improvement in SR1 service delivery over the last four years.
  - FES administration noted that SR1 service delivery was vital to student success.
  - FES faculty and staff were thankful for the help provided by SR1 AmeriCorps members and noted they were important in helping to reduce the student to teacher ratio, in assisting with student learning centers and providing one-to-one tutoring with students.
  - SR1 was awarded the 2016 Hugh Peck Award-annual state award given to the school district or non-profit that has innovatively improved students' educational outcomes.
- Evaluation Concerns: FES administration made changes to literacy day tutor classroom assignments counter to SR1 literacy recommendations, training, formative evaluation and SWOT analysis. Students' academic and social progress was not as robust as previous years. To ensure educational gains and to reach the goal of an "A" rating, it is recommended that the team arranges for a detail personnel logistical plan with agreed justification prior to instruction assignments.

SR1 (SCIENTIFIC RESEARCH)
P.O. Box 2839 • Ridgeland, MS 39158 • 601.206.4544
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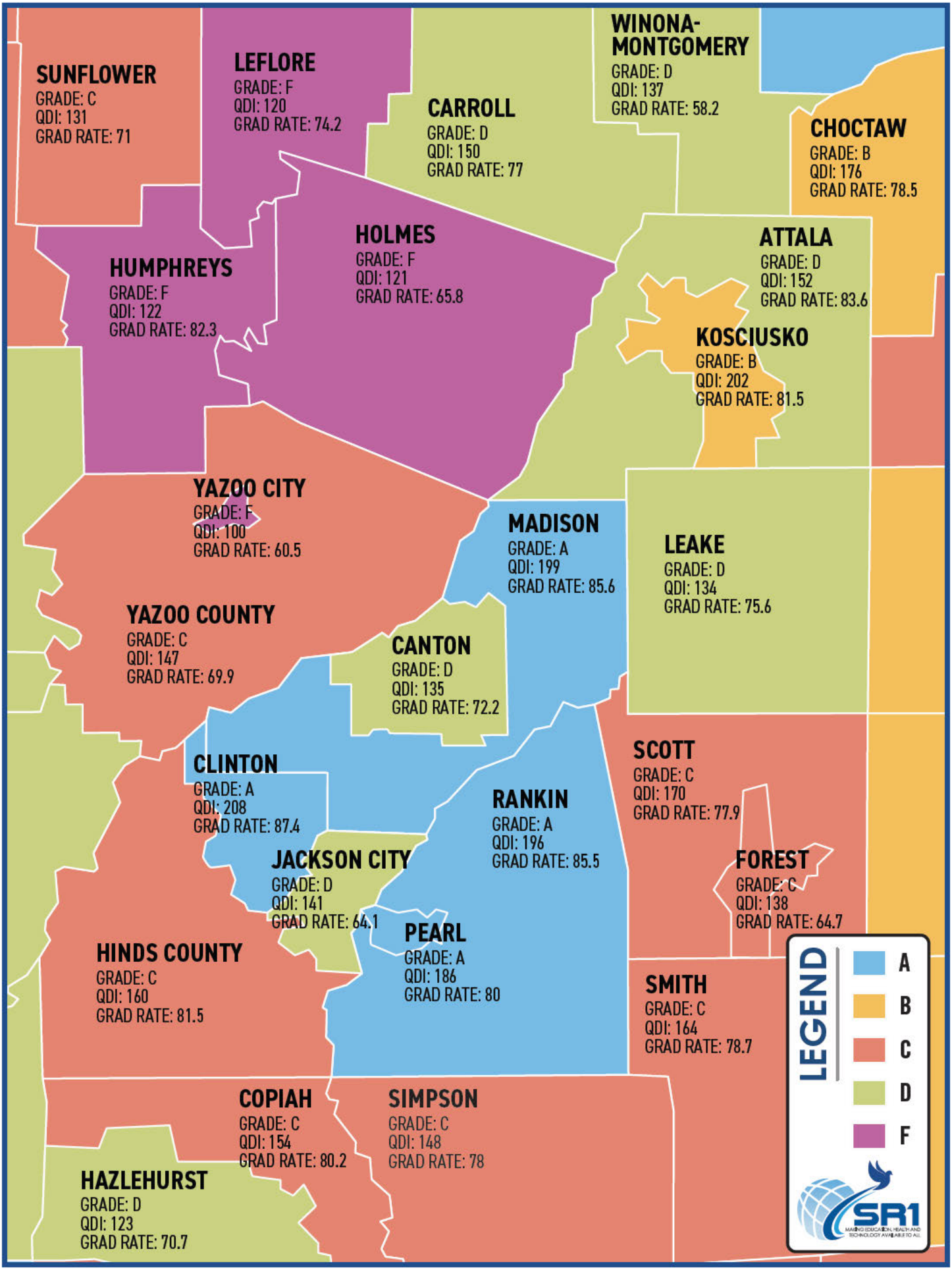
MISSISSIPPI SCHOOL DISTRICT ACCOUNTABILITY RATINGS



SR1 College Preparatory and STEM Academy (CPSA)

Tamu Green

Executive Director

Proof of US Citizenship submitted with Letter of Intent

Attachment 09 – Leadership Team Qualifications

QUALIFICATIONS FOR EXECUTIVE DIRECTOR

Qualifications:

- Organizational leadership experience with a proven record of success in leading cross-functional teams to achieve ambitions results;
- Strong strategic thinking and planning skills, with an ability to manage multiple concurrent projects and priorities effectively;
- Exceptional communication skills with an ability to motivate staff, parents, community leaders, and other school stakeholders;
- Experience forming, cultivating, and expanding partnerships with key constituents in the public and private sectors, such as foundations, individuals, and government agencies;
- Strong financial acumen including a background in budgeting, audit processes, investment oversight, and financial reporting;
- A proven track record of diversifying funds from charitable foundations, businesses, individuals, and public sector institutions;
- Knowledge of local, state, and federal laws applying to public charter schools;
- Utmost personal integrity that balances a strong commitment to transparency with necessary confidentiality in sensitive matters;
- An unwavering dedication to establishing and maintaining positive, respectful relationships with students, staff, parents, and community members;
- A Masters degree or other advanced professional degree required

CONCISE RESUME
EXECUTIVE DIRECTOR
GREGORY TAMU GREEN

[redacted]

EDUCATION

- Bachelors of Business Administration in Information Systems, Mississippi State University, May 1993
- Master of Business Administration – M.B.A., Mississippi State University, August 1994
- Microsoft Certified System Engineer with Security Emphasis

EXPERIENCE SUMMARY

PROJECT PLANNING AND MANAGEMENT – Proven ability to plan, organize and lead both technology and health related projects/teams in both small groups and large business settings to ensure success.

PROJECT LEADER – Demonstrated skills in training and support by using technology combined with federal grant requirements to enhance and achieve projects program objectives.

WORK EXPERIENCE

2004–Present **SR1**, Ridgeland, MS
Title: President/CEO
This position is directly responsible to the Board of Directors. Responsibilities include implementing the board's plan and policies; managing programs, activities, and general operations; hiring and supervising staff; monitoring and managing finances and accounting; reporting information about the organization's activities to the board; advising the board on policy and program issues; assisting committees with program and fiscal policy development; serving as a liaison between staff and the board, and communicating with the SR1's constituency. Create bylaws for the conduct of the business, including the authority to establish ad hoc committees to address specific public health programs requiring resolution.

Project Director/Principal Investigator – Last 5 Years

Name	Grant/Contract #		Amount
COOL Jackson Project	C511-6250	Researches the impact of college enrollment on underserved minorities who are provided holistic student centered services from 9th-12th grade.	$500,000

Name	Grant/Contract #		Amount
Various Federal and State grants	Various Education Grants	Current funding within 6 months	$1,500,000
COOL Brown		Researches the impact on 5th grade standardized state science scores through the implementation of a STEM academy	$50,000
COOL Forest	B595/023	Researches culture impact on literacy levels of rural 3rd grade students	$250,000
COOL Ridgeland	B595/022	Work with Local Educational Agencies and institution of higher education to holistically help students and their families.	$250,000
COOL Canton	B595/021	Researches the impact of mentoring and tutoring on academic success, disciplinary infraction and secondary graduation of 6th-12th grade students in low performing school districts	$500,000
Drug Free	1H79SP020614-01	Researches the reduction of substance use among adolescents in three Mississippi counties through the utilization of an action plan that engages 12 sectors of the community	$150,000
COOL ART	90AR002901	Researches the reduction in teenage pregnancy rates among 12-19 year olds through the implementation of a medically accurate evidence based program	$220,000
Go WIN!		Researches the impact of conservation	$15,000
COOL Education	15ACHMS0010001	Seek to reduce disparities in health, technology and health in central Mississippi	$450,000

1999-2004 **MISSISSIPPI STATE DEPARTMENT OF HEALTH**, Jackson, MS

Gregory Tamu Green

EXECUTIVE DIRECTOR OF SR1 COLLEGE PREPARATORY AND STEM ACADEMY

Gregory Tamu Green, MBA, has served as the President/CEO of SR1 (Scientific Research) for twelve years. Mr. Green founded SR1 in 2005 and incorporated the organization in 2007. Being a native of Mississippi, Green understands firsthand the various factors resulting from lack of health, education, and technology that plague Mississippi and the nation. Acknowledging the factors at large, Green formed a team of dedicated, driven, and passionate leaders to help obtain his mission of eliminating disparities in health, education and technology. Under his visionary leadership, SR1 has begun to offer evidenced-based, innovative, and efficiently-run programs that are aimed at doing nothing less than breaking the cycle of generational issues for the over 300 children it serves, as well as their families and communities. SR1 has experienced incredible growth under Mr. Green – from the number of citizens that we serve to the breadth of our services. However, one thing has stayed consistent: the agency's "whatever it takes" attitude when it comes to helping others to succeed by using innovative scientific methods and tools. He has assembled a multidiscipline and diverse staff with high-level expertise that can serve the public. Therefore, collecting the brightest multidiscipline talent of those that are smart and have the passion of helping others has formed SR1 and is one of the goals of the organization.

SR1 College Preparatory and STEM Academy (CPSA)

Dorlisa Hutton

Director of Operations

Proof of US Citizenship submitted with Letter of Intent

QUALIFICATIONS FOR DIRECTOR OF OPERATIONS

Qualifications:

- Five years' experience with budgeting, computer information systems, and organizational procedures
- Excellent written/verbal communication skills
- Policy development and oversight
- Three years of experience developing and managing contracts
- Analytical skills to evaluate data and make operational decisions
- Proven organizational and human resource management skills including laws and regulations
- Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and inventory control.
- Five years of grant writing experience
- Ability to identify new sources of revenue for school growth and prosperity
- Bachelor's degree required (master's degree preferred)

Dorlisa L. Hutton, MPH, MS Concise Resume
Director of Operations

[redacted]

EDUCATION:

University of Mississippi Medical Center Jackson, MS
Master of Biomedical Sciences May 2012

Jackson State University Jackson, MS
Master of Public Health May 2005
Bachelor of Science May 2002, Concentration Area: Health Care Administration

PROFESSIONAL EXPERIENCE:

Scientific Research (SR1) Ridgeland, MS
Chief Operations Officer Sept. 2006-Present

Responsible for managing the day-to-day operations of the organization, serving as a liaison between the President/ CEO and project staff, promoting science, technology, engineering, and mathematics (STEM) among K-12 students, researching educational, environmental and public health issues impact on low-income populations, providing K-12 academic and social enrichment learning opportunities, mobilizing the community to support academic achievement and health promotion, providing environmental and public health education for students, parents/guardians and community members, recruiting mentors and volunteers, monitoring compliance with program guidance from funding source, conducting community based presentations, data collection, report writing, grant writing, staff supervision and development, ensuring quality assurance of services, service delivery guidance and curriculum development.

Jackson State University Jackson, MS
Mississippi Urban Research Center Jan. 2004- Aug.2006
Metro Jackson Community Prevention Coalition
Project Coordinator

Responsible for encouraging, and facilitating the use of the evidenced based interventions (Project ALERT and Life Skills Training) for adolescent substance use/abuse prevention and character building, and secondary drop out prevention, assisting with the implementation of Project ALERT in area schools and youth serving organizations by training volunteers, delivering skills building education to middle school students in Jackson Public Schools by utilizing the Life Skills Training curriculum, delivering substance use/abuse prevention presentations to community members, organizing a Parent Advisory Team in order to engage parents/guardians in substance abuse prevention education, conducting youth alternative activities as part of the drug prevention effort, assuring program compliance with relevant policies and procedures, marketing the programs to schools and community centers, maintaining program inventory and records, submitting quarterly reports, and grant writing.

Jackson State University-School of Public Health Ridgeland, MS
Intern Sept. 2004-Dec. 2004

Responsible for assisting the Project Director in the planning and coordinating of HIV testing activities for National Black HIV/AIDS Awareness Day 2005 on the national and state level, collecting Epidemiological Profiles and HIV Prevention Plans from state health departments, and providing programmatic support as needed to a national Capacity Building Assistance project.

Jackson State University Jackson, MS
Mississippi Urban Research Center Aug 2003-Sept. 2004
Referral Associate

Responsible for referring individuals that are dealing with HIV/AIDS, STDs, tuberculosis, domestic violence, and substance abuse issues to service providers in Hinds County, recruiting and maintaining service providers, organizing community outreach activities (health fairs, education/prevention workshops), and conducting community presentations.

Hinds County Human Resource Center Jackson, MS
AmeriCorps Member Volunteer Aug. 2002-Aug 2003

Responsible for assisting students in second through seventh grade and their parents/guardians with homework, providing abstinence plus based education and enrichment life skills activities (self esteem, conflict resolution, drug/alcohol prevention), conducting reading and mathematics grade level testing with students in second through fifth grade, recruiting motivational speakers and volunteers, and maintaining accurate files on student participants.

West Jackson Community Development Corporation Jackson, MS
AmeriCorps Member Volunteer Aug.2001-Aug. 2002

Responsible for aiding the Assistant Deputy Director and Summer and After-School Program Coordinator, developing an education enrichment curriculum for the Summer and After-School Program, intervention to provide abstinence education to students ages11-15 enrolled in the Summer and After School Program, maintaining accurate files on student participants, and assisting Drug Prevention and Tobacco Education Coordinators with planning and implementation of activities.

Quality Education for Minorities Network Washington, DC
Health Focused Intern May 2001-Aug.2001

Responsible for developing a HIV/AIDS student curriculum, conducting evidence based HIV/AIDS Awareness and Prevention Workshops for high school students enrolled in summer programs, and counseling minority women (African-Americans and Latinos) on HIV/AIDS, domestic violence, and substance abuse.

Dorlisa L. Hutton

Director of Operation the SR1 College Preparatory and STEM Academy

Dorlisa L. Hutton, MPH, MS is a native of Hinds County MS. Ms. Hutton serves as SR1's (Scientific Research) Chief Operations Officer. Mrs. Hutton has over eight years of experience in human resources, financial monitoring, policy development, staff supervision and evaluations, report writing, curriculum development, facilities management, community engagement, coalition development, grant writing, data collection and analysis, service delivery quality assurance, and funding compliance. Mrs. Hutton is a certified facilitator on cultural competency, recruitment and retention, serving students in poverty, needs assessment, community engagement, and community mobilization. During her tenure at SR1, Ms. Hutton has served as the Program Manager of the competitive Abstinence Education Grant Program funding from the Administration for Children and Families for two years, Personal Reasonability Education Program funding from the Mississippi Department of Education for four years, AmeriCorps funding from the Corporation for National Community Service for six years, 21st Center Community Learning Centers funding from the Mississippi Department of Education for six years, and the Drug Free Communities funding from the Substance Abuse and Mental Health Services Administration. Ms. Hutton is trained as a Trainer of Facilitators for the Becoming a Responsible Teen (BART) and Sex Can Wait, Small Group Facilitation, Recruitment and Retention, and Cultural Competency, Working with Students in Poverty, and Financial Planning.

SR1 College Preparatory and STEM Academy (CPSA)

Shirley Nichols

Academic Specialist

Proof of US Citizenship submitted with Letter of Intent

SR1 College Preparatory and STEM Academy (CPSA)

SR1 College Preparatory and STEM Academy

QUALIFICATIONS FOR ACADEMIC SPECIALIST
QUALIFICATIONS

- Master's degree required
- Education license required
- Minimum of seven years teaching experience required
- Strong pedagogical knowledge and content expertise
- Documented educational support to leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management.
- Evidence of developed and implemented well-articulated professional learning plan to assist teachers in gaining a better understanding of the use of data to improve instruction and increase student achievement.
- Evidence of work with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research-based instruction, monitor and improves the effective use of data to increase student achievement.
- Proven record of developing data analysis protocol and meetings to be used to inform small group, whole class and differentiate instruction, grade and content level data-driven instructional meetings and to track student progress and facilitate teaching
- Proven record of teacher improvement through coaching and practice facilitating professional development in order to be able to lead teachers in writing effective and engaging, standards-based plans that include rigorous and engaging instructional strategies.

Shirley H. Nichols, Ph.D.

[redacted]

Objective: My post retirement objective is to become an educational consultant, providing support in the area of teacher coaching (math), school improvement, leadership, curriculum, instruction, assessment and data analysis. I would like to provide mathematics tutoring in the elementary, middle school and high schools (Algebra I & Algebra II), Praxis Core (5732) & ACT Prep.

EDUCATION

Doctor of Philosophy (Ph.D), (Educational Leadership), Department of Instructional Systems, Workforce Development and Educational Leadership, Mississippi State University, May 2005.

Master of Science, School Administration, Minor-Curriculum and Instruction, Mississippi State University, May 1999.

Bachelors of Science, Secondary Mathematics, Alcorn State University, May 1979.

High School Diploma, Thomastown Attendance Center, May 1975.

SCHOOL ADMINISTRATION & CONSULTANT RELATED EXPERIENCE

Lead Teacher-Leake County School District (Leake County Elementary School)-January 2016-May 2016-Provide leadership to teachers on building capacity through research based best practices in the areas of ELA and Mathematics.

Private Tutor-July 2015-Present-Elementary, Middle School Math & Algebra I, ACT PREP & Praxis Core (5732).

Independent School Improvement Specialist/Instructional Coach-September 2014-Present-Provide school improvement support to schools and/or math teachers based on current research practices who have a need/desire to build capacity in the area of providing effective instruction practices teachers with the overall intent being to increase student achievement.

Academic College Coach-Institution of Higher Learning-September 2010-April 2015. Serve as a liaison between GEAR UP Mississippi Schools and the state GEAR UP office.

Assistant Superintendent-Leake County Public School District. July 2002-June 2010. Duties include supervision of personnel, curriculum, instructional and assessment programs and provide administrative leadership from the central office level.

Educational Consultant-Mississippi School Districts-2000-2010-Provide consultation for several Mississippi School Districts in the area of Leadership, Parental Involvement, School Improvement, and Curriculum, Instruction & Assessment.

Priority School Evaluator-The Mississippi Department of Education. 2002-2004 Duties included evaluation of school personnel based on the Mississippi School Accountability Model Appraisal Instruments.

After-school Program Consultant/Evaluator- Water Valley School District. August 2000-2002. Provided consultation for the 21St Century Community Learning Center after-school program; outside evaluator for the after-school program.

Principal- Leflore County School District, East Elementary/Middle School (Grades 4-8), July 2000-June 2002. Duties included providing the necessary leadership and management to make the school effective, efficient, and productive in providing appropriate educational opportunities for all students.

Principal- Leflore County School District, Amanda Elzy Elementary School (Grades K-6), July 1999-June 2000. Duties included providing the necessary leadership and management to make the school effective, efficient, and productive in providing appropriate educational opportunities for all students.

Assistant Principal-
Leake County School District, South Leake Elementary School (Grades K-6), August 1998-May 1999. Duties include serving as an assistant to the principal, assisting in the areas of attendance, supervision & evaluation of school personnel, assist in the formulation of school policies and regulations, discipline and budgeting.

TEACHING RELATED EXPERIENCE

District Lead Mathematics Teacher- Leake County School District, 1995-1998.

Elementary/Secondary Mathematics Teacher- Leake County School District, Thomastown Attendance Center, August 1991 to May 1998. Grades/Courses taught include the following: 5th-8th grade mathematics and Pre-Algebra.

Secondary Mathematics Teacher- Canton Public School District, Canton High School, August 1990 to May 1991. Courses taught include the following: Algebra I and Algebra II.

Secondary Mathematics Teacher- Leflore County School District, Amanda Elzy High School, August 1980 to May 1990. Courses taught include the following: General Math, Pre-Algebra, Algebra I and Algebra II.

Secondary Mathematics Teacher- Madison County School District, Velma Jackson High School, August 1979 to May 1980. Courses taught include the following: Pre-Algebra and Algebra I.

Student Teacher- Jackson Public School District, Peeples Jr. High School, September 1978-October 1978. Taught grades 6^{th}-8^{th} mathematics.

REFERENCES

Available Upon Request

Shirley H. Nichols, PhD

Academic Specialist SR1 College Preparatory and STEM Academy (CPSA)

"I believe that teaching and leading is an art. You have to be passionate in sharing your knowledge and expertise with children and adult learners. It has always been my desire to help others, by providing the tools necessary to lead the way to encourage growth and the want to become a lifelong learner."

--Shirley H. Nichols, Ph.D.

An advocate for being a lifelong learner, Dr. Nichols was encouraged by a former administrator at the building level to go back to school and get her Masters in Administration. After obtaining that degree, she was later encouraged by one of her Mississippi State professors, Dr. Jack Blendinger, to become a student in the 1st cohort in the Ph.D. program in Educational Leadership.

While Dr. Nichols was learning for herself, she was also helping to educate students from all across Mississippi. For over thirty years Dr. Nichols has served in the area of education, serving as a teacher at the primary, secondary, and district wide levels. During her tenure, she has served as a principal and assistant principal, in which she was responsible for supervising and evaluating school personnel, formulating school policies and regulations, discipline, budgeting, leadership management, curriculum and instruction, and student attendance. She served for eight years as an assistant superintendent. While in that role, Dr. Nichols was responsible for the supervision of personnel, curriculum development, instructional and assessment programs, and administrative leadership. Additionally, Dr. Nichols has served as an educational consultant for the Mississippi Department of Education, providing consultation for Mississippi school districts in the areas of leadership, parental involvement, school improvement, curriculum and instruction, and assessment. Currently, she serves as an independent school improvement specialist/instructional coach, where she provides school improvement support to schools based on current research practices to build effective instruction practices for teachers, with the overall intent to increase student achievement.

Dr. Nichols' greatest accomplishment in education is empowering others to thrive as lifelong learners. She has taught both students and adults that through focused efforts and effective strategies, one will succeed. She is a firm believer in building a firm rapport with those she teach and those she leads. She leads by example; she does not ask students or adults to perform any task that she is not willing to perform.

Attachment 10:

School Leader Qualifications

SR1 CPSA will identify a dynamic principal with extensive STEM infusion experience as a school and/or district leader at the primary level as it relates to improving student performance and building/supporting the skillsets and professional development needs of teachers and staff. The proposed principal will possess the knowledge and experience to meet the academic and social needs of students with similar demographics as the students in the Canton, MS area, coupled with commitment, educational and leadership competencies, Positive Behavioral Interventions and Supports (PBIS) implementation, and belief in the SR1 CPSA vision and mission. The SR1 CPSA will identify a principal that is an engaging school leader with a proven record of incorporating STEM into the learning environment and establishing and maintaining standards that promote a culture of excellence for students, school staff, parents/guardians, community members and parents/guardians.

SR1 CPSA's Executive Director will utilize a research-based method, human capital management system (HCMS) which has been used to assist highly successful charter schools to recruit, hire, support and retain principals that create a sustainable culture. School leaders (i.e. Executive Director, Director of Operations) will serve as the recruitment team and develop clear candidate profile/selection criteria based on the job description that reflect critical competencies, and recruitment strategies aligned with the school culture, curriculum, mission, and compensation packet (i.e. detailed job announcements, job fairs, community presentations, recruitment flyers and brochures, school profile flyers and recruitment webpage). Job applications packages will require applicants to complete the application and submit a professional portfolio, cover letter, resume, official transcripts from accredited college(s), official licensure/certifications, data proving school accountability growth. Job applications will be accepted on a rolling basis. Information on job applications will be available via the school website, print advertisements, online job recruitment websites, social media, and National Alliance for Public Charter School Job boards. Selection process will include (1) documentation of school receiving application, (2) screening application packages for completion and prioritizing applicants based on established screening criteria, (3) conducting phone interviews based on prioritized applicants, (4) conducting face to face interviews with focus on applicant's ability to prove competency and experience in key areas (i.e. communication with school staff, parents and community members, coping with stress, budgeting, educational leadership, planning and designing instruction, developing policy and procedures, charter school and educational law,

data review and analyzes skills, building the learning environment), and spending the day with SR1 CPSA staff for top tiered applicants, (5) conducting reference and background checks with selected applicant, and (6) offering letter of employment to selected applicant after cleared backgrounds. All job applications, screening and selection records will be maintained along with applicant tracking to assess best methods for identifying top-tiered applicants.

Candidates that best demonstrate the passion to achieve the school's mission and goals and best fits the school's culture and programming (i.e. proven experience with STEM infusion, PBIS, MCCSR) will be selected following the multi-step interview process described. SR1 CPSA is an equal opportunity employer. The goal for Year 1 is to begin Principal recruitment no later than March 1, 2021 and finalize hire by July 2021, for a start date of no later than August 1, 2021.

Position: **Principal**
School: SR1 CPSA
Reports To: Executive Director
Salary Range: $73,150-$80,850 (Salary depends upon education and experience)

QUALIFICATIONS FOR DEAN (PRINCIPAL)

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

- Master's degree required
- Principal/administrator license required
- Minimum of three years teaching experience required
- Minimum of three years administrative experience in a school setting required
- Demonstrated knowledge of school law
- Willingness to obtain continuing education as needed to perform well in the position
- Commitment to SR1 College Preparatory and STEM Academy's mission and vision
- Demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach
- Demonstrated responsiveness to accountability requirements and strategic planning
- Demonstrated experience in the instruction of students with varied learning styles and levels of mastery
- Expert-level written and oral communication skills
- Strong interpersonal and team building skills
- Excellent organization skills and consistency in meeting deadlines
- Commitment to Core Knowledge, college preparatory and a STEM environment
- Knowledge of and commitment to character development and Positive Behavioral Interventions and Supports (PBIS)
- Demonstrated initiative and skills in the following areas: relationship and community building, educational leadership, budgeting, policy and procedure development, working with economically disadvantaged students, parent/guardian engagement, communication, discipline, conflict resolution, creativity, problem solving, decision-making and time management

- Entrepreneurial outlook and charter school commitment
- Ability to assess grade level needs in order to plan and organize accordingly

LANGUAGE SKILLS
The person holding this position must have the ability to read and interpret documents such as safety rules, policy and expectation documents, school improvement plans, key performance indicators, the strategic plan, staff agreements, evaluation rubrics, state and national policy documents that define required actions, charter school laws and documents, budget documents, curriculum proposals and relevant human relations procedures. Ability to effectively document classroom observations, analyze data to improve instructional practices and student achievement and correspond with staff from all levels. Must have ability to read current literature and lead book studies on a given topic. Must have the ability to effectively document all required paperwork based on job responsibilities. Must have expert level written and oral communication skills and be able to effectively correspond with all stakeholders from all levels. Ability to speak effectively before groups of staff, board of trustees, administrators and parents.

MATHEMATICAL SKILLS
Ability to calculate figures and amounts as required for budgets and interpreting statistical data.

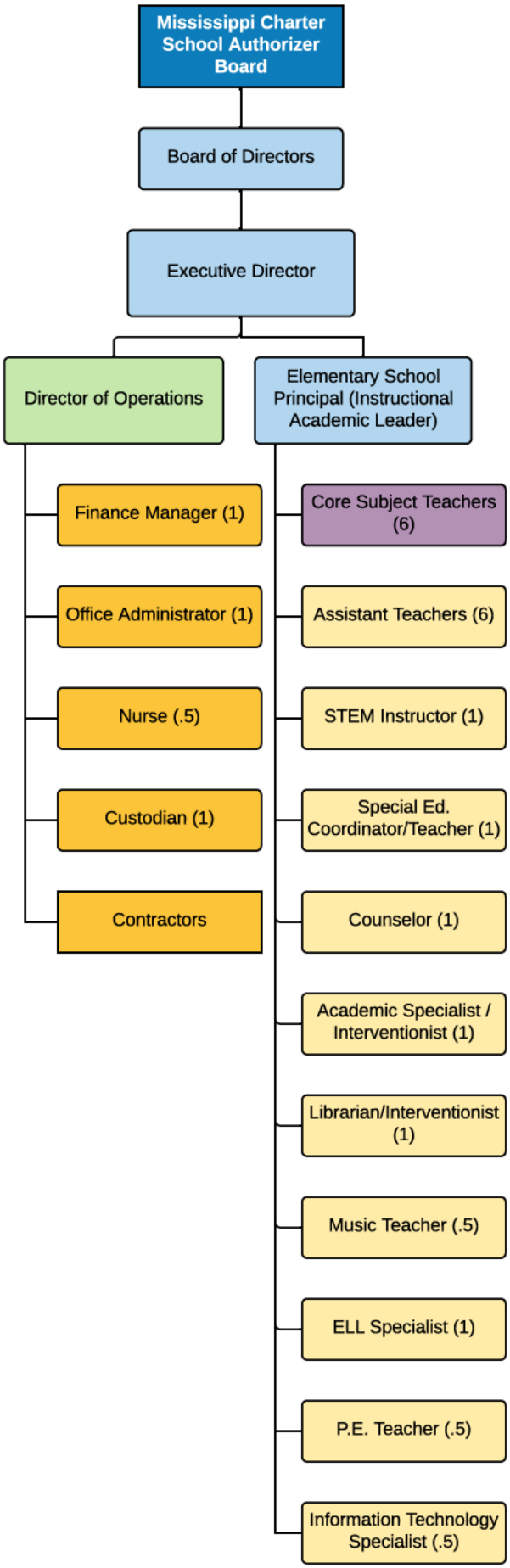
REASONING ABILITY
Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems and provide fair and consistent solutions involving several concrete variables in standardized situations that align with SR1 College Preparatory and STEM Academy's mission and vision.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

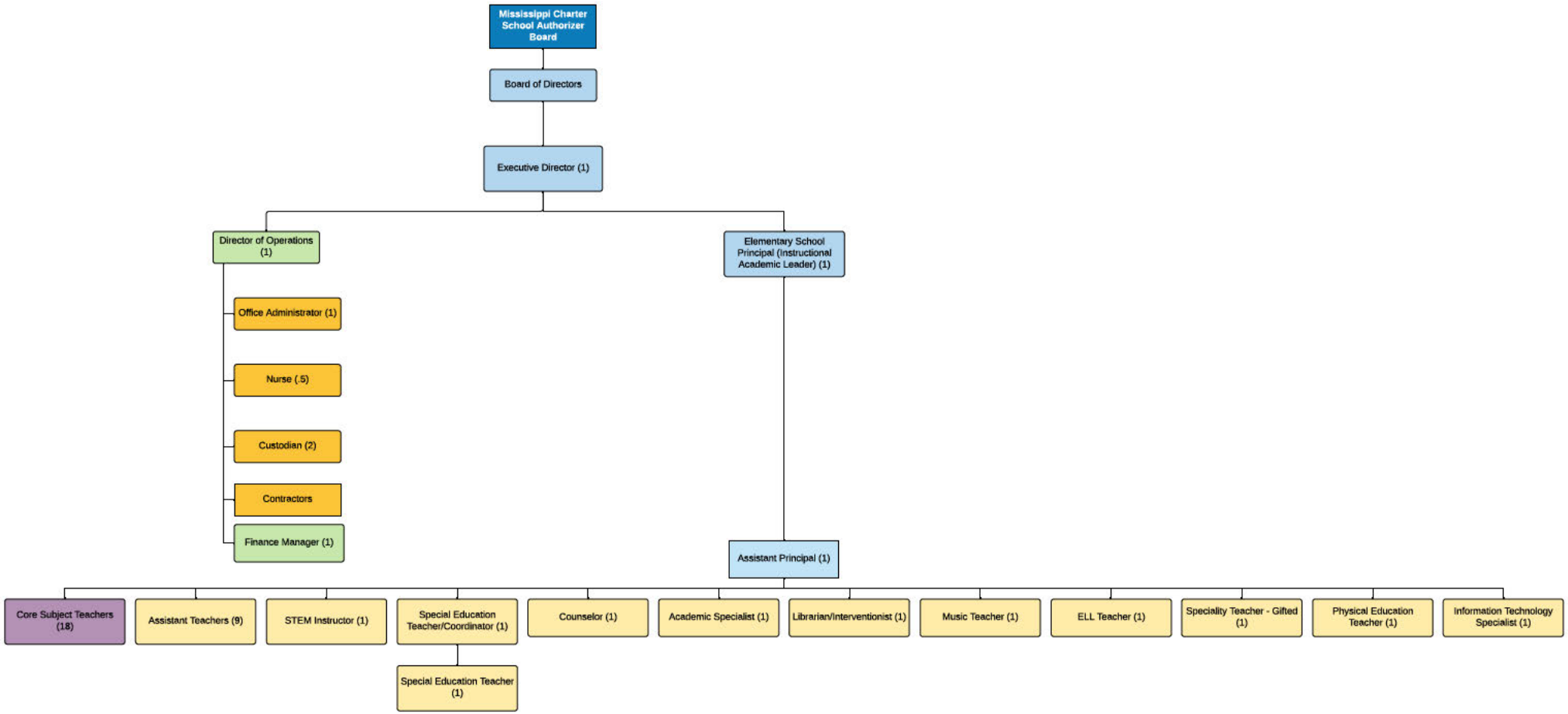
While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is frequently required to stand and walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The hours may be long when specific needs arise, thus some extended schedules will be necessary. This is a position that must attend the needs of staff, administrators, SR1 College Preparatory and STEM Academy's board of trustees and parents. Work may consist of ten (10) plus hour days, with weekend work required.

SR1 College Preparatory and STEM Academy Year 1



SR1 College Preparatory and STEM Academy Year 5 and Capacity



Statement of Assurances

- [x] The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.

- [x] The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.

- [x] The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.

- [x] The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.

- [x] The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.

- [x] The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.

- [x] The applicant will not charge tuition.

- [x] The applicant will provide a transportation plan for students attending the proposed charter school.

- [x] The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.

- [x] The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.

- [x] The applicant agrees to abide by the following state statutes:
  a. Mississippi Code § 25-41-1 et seq;
  b. Mississippi Code § 25-61-1 et seq;
  c. Mississippi Code § 37-3-51;
  d. Mississippi Code § 37-3-53;
  e. Mississippi Code § 37-11-18;
  f. Mississippi Code § 37-11-18.1;
  g. Mississippi Code § 37-11-19;
  h. Mississippi Code § 37-11-20;
  i. Mississippi Code § 37-11-21;
  j. Mississippi Code § 37-11-23;
  k. Mississippi Code § 37-11-29 and 37-11-31;
  l. Mississippi Code § 37-11-67;
  m. Mississippi Code § 37-13-3;
  n. Mississippi Code § 37-13-5 and 37-13-6;

o. Mississippi Code § 37-13-63(1);
p. Mississippi Code § 37-13-91;
q. Mississippi Code § 37-13-171(2) and (4);
r. Mississippi Code § 37-13-173;
s. Mississippi Code § 37-13-193;
t. Mississippi Code § 37-15-1 and 37-15-3;
u. Mississippi Code § 37-15-6;
v. Mississippi Code § 37-15-9;
w. Mississippi Code § 37-15-11;
x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
y. Mississippi Code § 37-18-1.

☑ The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.

☑ The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.

☑ The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.

☑ The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.

☑ The applicant agrees to adhere to generally accepted accounting principles.

☑ The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.

☑ The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name: Gregory Tanzy Green

[redacted]

5/21/2020
Date

Attachment 12 – Board Documents

SR1 College Preparatory and STEM Academy
BYLAWS

ARTICLES I

Offices

1.1 ***Principal Office.*** The principal office shall be located at 369 Town Center Blvd. Ridgeland, MS 39157 or at such other location designated by the Board of Trustees.
1.2 ***Registered Office***. The registered office is required by law to be maintained in the State of Mississippi may be, but need not be, identical with the principal office.
1.3 ***Other Offices.*** The organization may have offices at such other places, either within or without the State of Mississippi, as the Board of Trustees may designate or as the affairs of the organization may require from time to time.

ARTICLE II
Board of Trustees

2.1 ***General Powers.*** The business and affairs of the entity shall be managed by its Board of Trustees. Except as otherwise expressly provided by law, the Articles of Incorporation, or these Bylaws, all of the power shall be vested in the Board of Trustees.
2.2 ***Number, Term, and Qualifications.*** The number of trustees constituting the Board of Trustees shall be a variable range with a minimum of five (5) and a maximum of seven (7). Each trustee shall hold office for staggered terms of three or five years, each year beginning July 1 and ending June 30, except the initial trustees shall serve staggered terms to establish a rotation of five trustees as follows: two trustees with a one year term, one trustees with a two-year term and two trustees with a three-year term.
Trustees shall be at least (21) years of age, and shall hold at least a high school diploma or its equivalent.
Any such qualified person seeking election to the Board of Trustees must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that provided the following:

- Statement as to personal reason for wanting to serve on the Board of Trustees;
- Certification statement as to age, residency, and diploma or equivalency; certification statement of having read and understood the Articles of Incorporation and these Bylaws:
- Statement of support for the purposes;

- Statement of personal education philosophy;
- State of personal background, including any talents or experience that can contribute to the function of the board;
- Separate list of references, including the name, address and phone number of each, to at least (2) board members or other person who can verify personal background.

2.3 ***Election of Trustees***. New trustees shall be elected in each succeeding year to fill any expiring terms. New trustees shall be elected by the existing Board of Trustees at the regular May meeting. Members eligible for re-election may vote on new Trustee so demands, election of Trustees shall be by secret ballot.

2.4 Removal. Trustees may be removed from office at any time with or without cause by the trustees by such vote as would be required to elect a member of the Board of Trustees.

2.5 Vacancies. Any vacancy occurring in the Board of Trustees may be filled by the affirmative vote of a majority of the remaining trustees even though less than a quorum, or by the sole remaining trustees. A trustee elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office.

2.6 President of the Board. There shall be a President and Vice-President of the Board of Trustees elected by the Trustees from their number at the annual meeting of the Board of Trustees. The President and Vice-President shall serve a term of each shall perform such other duties as may be directed by the Board of Trustees.

2.7 Compensation. No compensation shall be allowed to Trustees or Officers of the, except pursuant to a contract. Expenses incurred by a Trustee or an Officer in conducting board business may be paid if approved by the Board.

2.8 Duties of *Trustees*. The Board of Trustees shall abide by the general standards of conduct of a Board, including but not limited to acting in good faith, with the care of an ordinary prudent person in a like position exercised under similar circumstances and in a manner each trustee reasonably believes to be in the best interest.

2.9 Commitment to Open Meetings. The Board of Trustees expressly commits to and shall abide by the public policy of the State of Mississippi regards to meetings of public bodies. It is the policy that the hearings, deliberations, and actions of its Board of Trustees shall be conducted openly.

ARTICLE III
Meetings of Trustees

3.1 ***Annual Meetings***. The annual meeting of the Board of Trustees shall be held in May or other regular schedule meeting each year applicable, for the purpose of electing Trustees and officers and for the transaction of any other business properly before the Board of Trustees. If the day fixed for the annual meeting shall be a legal holiday, the meeting shall be held on the next succeeding business day that is not a legal holiday. If the annual meeting shall not be held on the day designated by these Bylaws, a substitute

annual meeting may be called by or at the request of the Board of Trustees and such meeting shall be designated and treated for all purposes as the annual meeting.

3.2. ***Meeting Schedule***. The Board annually shall adopt a schedule for the upcoming year stating the date, time, and place of its regular meetings. The meeting schedule shall be posted in a prominent place at the SR1 College Preparatory and STEM Academy administration building and at any other locations where such scheduled meetings will be held. Electronic and other means of informing the public about the Board meetings shall be used where feasible. Any scheduled meeting may be cancelled, postponed or adjourned.

3.3 ***Special Meetings***. Special meetings of the Board of Trustees may be called by or at the request of the President or any two trustees.

3.4 ***Place of Meetings***. The annual or any special meeting of the Board of Trustees may be held at the principal office or at such other place, either within or outside the State of Mississippi, as shall be designated in the notice of the meeting or in a waiver of notice of the meeting signed by all the Trustees in office.

3.5 ***Notice of Meetings***. The President shall give notice of each meeting of the Board of Trustees by mailing such a notice to each trustee at least ten days before the meeting. The President or other persons calling a special meeting of the Board of Trustees shall give notice thereof by mailing such notice to each trustee at least three days before the meeting. Unless otherwise indicated in the notice thereof, any and all business may be transacted at a meeting of the Board of Trustees except as otherwise provided by law or these Bylaws.

3.6 ***Waiver of Notice***. Any trustee may waive notice of any meeting, either before or after the meeting. Written waivers of notice shall be filed by the Secretary with the records or as part of the minutes of the meeting. The attendance by 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 is not lawfully called or convened.

3.7 ***Quorum***. A majority of the trustees shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees. The president and vice president must be present.

3.8 ***Manner of Acting***. Except as otherwise provided in these Bylaws, 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. To the extent allowed under these Bylaws and by law, trustees shall conduct business at every regular and annual meeting in accordance with Robert's Rules of Order, latest edition.

3.9 ***Presumption of Assent***. A trustee who is present at a meeting of the Board of Trustees at which action on any matter is taken shall be presumed to have assented to the action taken unless he or she objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting business at the meeting, or his or her dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he or she either files his written dissent to such action with the person acting as the

secretary of the meeting before the adjournment thereof or forwards his or her written dissent by registered mail to the President of the Board immediately after the adjournment of the meeting. The right to dissent is not available to a trustee who voted in favor of such action.

3.10 ***Informal Action by Trustees***. Action taken by a majority of the trustees without a meeting is nevertheless action of the Board of Trustees if written consent to the action in question is signed by all of the trustees and filed with the minutes of the proceedings of the Board of Trustees, whether done before or after the action is taken.

3.11 ***Participation by Telephone***. Any one or more trustees may not participate in a meeting of the Board of Trustees by means of a conference telephone.

3.12 ***Majority Action as Board Action and Conflict of Interest***

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interest of the Board member. If any member of the Board faces a conflict of interest in a matter pending before the Board such a member shall make full and candid disclosure to the Board of the nature of the conflict.

If one (1) or more trustees present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the trustees shall still constitute a quorum for that particular vote and a two thirds majority of those voting trustees shall be required to approve the motion.

ARTICLE IV
Officers

4.1 ***Officers*** The officers shall consist of a President of the Board and a Vice- President of the Board. Other officers, Secretary, Assistant Secretaries, Treasurer and Assistant Treasurers, may from time to time be elected by the Board of Trustees. Any two or more offices, except President of the Board, may be held by the same person. No officer may act in more than one capacity where the actions of two or more officers are required.

4.2 ***Election and Term***. The officers shall be elected by the Board of Trustees, and each officer shall hold office for a term specified by the bylaws. Vacancies due to death, resignation, retirement, removal or disqualification shall be filled by vote of a majority of the trustees at a special-called meeting or the next annual meeting, whichever occurs within 60 days of a vacancy.

4.3 ***Removal***. Any officer or agent, elected or appointed by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of the will be served thereby.

4.4 ***Bonds***. The Board of Trustees may by resolution require any officer, agent, or employee to give bond, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Trustees.

4.7 ***Secretaries and Treasurers***. All Secretaries and Treasurers shall be designated by the Board of Trustees.

4.7a ***Secretary***. The Secretary shall keep the minutes if the meetings of the Board of Trustees. He shall keep all minutes of all such meetings in books designated for those purposes. The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. He shall have charge of the books, records, and papers of the Board, and shall sign such instruments as may require his signature. He shall 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 by the President by the Board of Trustees, or by these Bylaws.

4.7b ***Assistant Secretaries.*** In the absence of the Secretary or in the event of his or her death, inability, or refusal to act, any Assistant Secretary designated by the President, unless otherwise determined by the Board of Trustees, shall perform the duties of the Secretary and when so acting shall have all the powers of and be subject to all the restrictions upon the Secretary. The Assistant Secretaries shall perform such other duties as may be assigned to them by the Secretary, by the President, or by the Board of Trustees. Any Assistant Secretary may sign, with the President or a Vice-President, documents authorized to be signed by the Secretary.

4.7c*Treasurer.* The Treasurer, or Finance Manager, however designated by the Board, shall have charge of and be responsible for all funds and securities, receipts, and disbursements of the Board, and shall deposit all monies and securities of the in such banks and depositories as shall be designated by the Board of Trustees, provided that the Board of Trustees may appoint a custodian or depository for any such funds or securities, and the Board of Trustees may designate those persons upon whose signature or authority such funds may be disbursed. He shall be responsible (i) for maintaining adequate financial accounts and records in accordance with generally accepted accounting practices; (ii) for the preparation of appropriate operating budgets and financial statements; and (iii) for the audit preparation and filing of all tax returns required by law.

4.7d ***Assistant Treasurers.*** In the absence of the Treasurer or in the event of his or her death, inability, or refusal to act, any Assistant Treasurer designated by the President, unless otherwise determined by the Board of Trustees, shall perform the duties of the Treasurer, and when so acting shall have all the powers of and be subject to all the restrictions upon the Treasurer. They shall perform such other duties as may be assigned to them by the Treasurer, by the President, or by the Board of Trustees.

4.8 ***Validity of Signatures.*** In case any person whose signature shall appear on any bond, note, or other evidence of indebtedness shall cease to be an officer or hold an office different from that held at the time of signature before delivery of such instrument, such signature shall nevertheless be valid and sufficient for all purposes the same as if he had remained in such office until such delivery.

4.9 ***Compensation.*** No compensation shall be allowed to Officers of the Board, except pursuant to a contract. Expenses incurred by an Officer in conducting business may be paid if approved by the Board.

Article V
Indebtedness

No indebtedness in excess of $20,000 shall be incurred other than in the normal course of business, except as may be approved by resolution adopted majority of the trustees in office.

Any or all of such indebtedness may be represented by notes, debentures, bonds, or other securities, either unsecured or secured by, or issued under, a mortgage, trust indenture, or otherwise, and may be issued at such times upon such terms as the Board of Trustees shall determine.

Article VI
Contracts, Loans, Checks, and Deposits

6.1 ***Contracts.*** The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of an on behalf of the board, and such authority may be general or confined to specific instances.

6.2 ***Loans.*** No loans shall be contracted, and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances.

6.3 ***Checks and Drafts.*** All the checks, drafts, or other orders for the payment of money, issued, shall be signed by such officer or officers, agent or agents, or employee or employees of the organization and in such manner, including facsimile signatures, as shall from time to time be determined by resolution of the Board of Trustees.

6.4 ***Deposits.*** All funds not otherwise employed shall be deposited from time to time to the credit in such depositories as the Board of Trustees may select.

Article VII
General Provisions

7.1 ***Seal.*** The seal shall contain the name and shall be in such form as approved by the Board of Trustees.

7.2 ***Indemnification.*** The board shall indemnify its officers and trustees to the maximum extent required or permitted as from time to time amended, and such officers and trustees shall be deemed to have relied upon this Part.

7.3 ***Fiscal Year.*** The fiscal year shall be fixed by the Board of Trustees.

7.4 ***Amendment of Bylaws.*** Except as otherwise provided by law, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the trustees then holding office at any annual or special meeting of the Board of Trustees; provided, however, that notice of the proposed action shall have been included in the notice of the meeting or shall have been waived as provided in these Bylaws.

Code of Ethics

1. The Board members and the school administrators shall not engage in any "self-dealing transactions." "Self-dealing transactions" means transactions to which the school is a party and in which one or more of the trustees has a material financial interest.
2. Every Board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any member shall be excused from the discussion and vote on any matter involving such director relating to;
   (a) A conflict of interest
   (b) Indemnification of that member uniquely; or
   (c) Any other matter at the discretion of a majority of the Board members.
3. No one on the Board may be compromised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.
4. No officers of the Board or key employees of the school shall have any contract interest or other business transactions with the proposed school.
5. Members representing any not-for-profit corporation shall not engage in any business transaction with the proposed school.
6. No member, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board for the duration of such business relationship.
7. In no instance shall a member, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board for the duration of such business relationship.
8. Members shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board.
9. Members shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
10. Members shall not use his or her position with the school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
11. Members, officers, or employees may never ask a subordinate, a student, or a parent of a student to work in or give to any political campaign.

If the member of the school Board has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interests, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board determines that the member has in

fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the Board and all committees with board-delegated powers shall contain: Names of Persons with Financial Interest: The names of the persons who disclosed or otherwise were found to have financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

SR1 College Preparatory and STEM Academy

Ralph Jennings

Board Member-President

Proof of US Citizenship submitted with Letter of Intent

Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: SR1 College Preparatory and STEM Academy

2. Full name: Ralph Waldo Jennings

   Home Address: [redacted]

   Business Name and Address: Raytheon Space & Airborne System

   Phone Number: [redacted]

   E-mail address: [redacted]

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Currently serve on the board of the SR1, a 501 (c)3 organization.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

   As a proponent of high-quality education for all students, the SR1 College Preparatory and STEM Academy's goal of preparing students for college is important not only for the proposed community of Canton, MS but the state of Mississippi's economy. As the need for a college education increases and STEM careers continue to be the fastest growing job sector, the school is desperately needed.

6. What is your understanding of the appropriate role of a public charter school board member?

   The role of the board is to ensure the board has the training and knowledge to perform at a high caliber in order to focuses on student achievement, act strategically, recruit and retain an extraordinary school leader, leverage and deploy resources prudently, allows for transparency, engages the community, and remain compliant to all applicable laws.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   Currently serve on the board of the SR1, a 501 (c)3 organization where I am responsible for upholding fundamental duties of "duty of care," "duty of loyalty," and "duty of obedience" while focus on strengthening the organization.

8. Describe the specific knowledge and experience that you would bring to the board.

   I have experience with board governance, selecting and evaluation of leadership, budget approval and monitoring, and community engagement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The SR1 College Preparatory and STEM Academy's mission and guiding belief is to ensure students are college ready through innovative academic, social skills and hands on learning activities that are aligned with the Mississippi College and Career Readiness Standards and infused with STEM.

2. What is your understanding of the school's proposed educational program?

The school will focus on the whole child; not only academics. The educational program will be aligned with the Mississippi College and Career Readiness Standards and infused with STEM learning activities to enhance student learning in all subject areas.

3. What do you believe to be the characteristics of a successful school?

The governing board, administration, school staff, parents/guardians and community members should work in unison to achieve the school goals and mission; decision making should include input from all levels with the final decision coming from the board; and consistent evaluation/assessments (students, school leader, teachers) to identify problems early and implement corrective action.

4. How will you know that the school is succeeding (or not) in its mission?

The school's success will be based on students meeting and/or exceeding the academic standards as indicated by the Mississippi Department of Education and Mississippi Charter School Authorizer Board.

Governance

1. Describe the role that the board will play in the school's operation.

The board will have overall governance of the school through a clear decision-making system, evaluation of the school leader, monitoring student performance, and developing and monitoring the budget.

2. How will you know if the school is successful at the end of the first year of operation?

The school has met the Mississippi Charter School Standards as outlined by the Mississippi Charter School Authorizer Board, student performance goals have been met or exceeded and the school is financially and personnel sound.

3. How will you know at the end of four years of the school is successful?

School academic and proficiency growth have been achieved/exceeded, enrollment rates have been achieved and maintained and financial sustainability should be evident. The Board is highly effective with a sound governance structure in place to advance the work of th e

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Identifying, hiring, supporting, and evaluating a strong proven leader, adhering to established board policies and procedures, unblemished financial operations, and operating at a high level of governance and transparency.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would communicate directly with the member(s) who were acting unethical and utilize the bylaws and code of ethics to document my cause. After speaking with the member(s), I would inform the remainder of the board of my concerns and the results after speaking with the member(s).

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not Applicable

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

Working relationship as a board member.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Ralph Jennings

[redacted]

5-11-20
Date

Ralph W. Jennings
Board Member

[redacted]

Summary:

- Support organization's mission, purposes, goals, policies, and programs, while knowing its strengths and needs.
- Varied experience that provides valuable perspective to boards, cultivating a sense of partnership across the organization, strengthening teamwork, and setting vision, focus, goals and strategies that produce the best possible business results. Balance a drive for growth with fiscal responsibility and emphasis on generating the highest possible Return on Investment.

Education:

Jackson State University
1981-1985
Computer Science

Memberships:

2011-Present	**Member of Board of Directors** SR1 (Scientific Research) • Upheld fundamental duties of "duty of care," "duty of loyalty," and "duty of obedience" while focus on strengthening the organization.

1995-Present	**Scott County Coliseum Board of Trustees** • Instrumental in the Reviewing financial reports and other critical information regularly Exercising independent judgment Request information needed for decision making while making sure federal, state, and specific industry filing requirements are met

2007-Present	**Lynch Chapel United Methodist Church Pastor Parish Relations Committee** • Demonstrated ability to listen to and communicate with people of all ages, work with other ministry leaders, preside over meetings, delegate responsibility, and follow up to complete tasks.

Work Experience:

1992-Present	**Raytheon Space & Airborne System** Senior Production Associate F18-F15 Radar, Mark 48 Aircraft Torpedo Secret Security Clearance • Proven demonstration of leadership competencies, especially influential communications, strategic thinking, cultivating innovation, collaboration, developing talent, customer focus, and driving results.

Ralph Waldo Jennings, II is a native of Forest, MS and has devoted his life to improving the educational outcomes for K-12 students. Mr. Jennings is an educational advocate for all Mississippi students and has a history of advocating for economically disadvantaged students. Mr. Jennings has served on the board of SR1, a nonprofit 501c(3) organization whose mission is to eliminate disparities in education, health and technology since 2011. Mr. Jennings serves as a Senior Production Associate at Raytheon Space & Airborne System. In his spare time, Mr. Jennings enjoys landscaping his yard and watching sporting events.

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NATIONAL SEX OFFENDER PUBLIC WEBSITE

NATIONAL SEX OFFENDER SEARCH

0 records from a national search including all states, territories and Indian Country for First Name begins with ***Ralph Waldo***, Last Name begins with ***Jennings*** that were available at the time your search was performed.

Search performed 6/4/2020 11:35 AM EDT

SR1 College Preparatory and STEM Academy

Janelle Graham

Board Member-Treasurer

Proof of US Citizenship submitted with Letter of Intent

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: **SR1 College Preparatory and STEM Academy**

2. Full name: **Janelle Jordan Graham**

   Home Address: [redacted]

   Business Name and Address

   Phone Number

   E-mail address

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☐ Yes ☒ No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

Introducing more aspects of STEM skills to our youth is essential as the students prepare to pursue STEM majors. For many years, STEM jobs is economical driven not alone in our state, but in our country as well.

6. What is your understanding of the appropriate role of a public charter school board member?
To be a board member, you must ensure that the school is operating ethically in accordance with its mission, goals, and bylaws. To ensure accountability of each Board Member and School Leader to follow the School's Policies and Procedures accordingly.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a Manager with an Accounting background, I am responsible for overseeing the daily operations of the entire Stadium facility. In my role, I am required to establish policies and procedures to ensure proper fiscal management provide a safe and friendly environment for staff, patrons, promoters and other constituents of the University.

8. Describe the specific knowledge and experience that you would bring to the board.
The specific knowledge and experience that I will bring to the board is the skill of budget preparation and management, establishing policies and procedures and understanding the importance for teaching STEM and other academic areas while nurturing students socially in preparation for college and life.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SR1 College Preparatory and STEM Academy's mission and goals is to focus on addressing the academics, STEM and social skills required to ensure students are equip and ready for college.

2. What is your understanding of the school's proposed educational program?
It is understood that the school will provide the core subject areas that will be offer enriching extra-curricular services that focus on the overall child. Each student will experience hands on innovative STEM that will be the core to the School's educational program.

3. What do you believe to be the characteristics of a successful school?
To become a successful school, the leadership team that consists of the board, administration, faculty, staff, parents and community leaders and members should believe in the common goal of the school. All parties must be willing to work together towards in striving for excellence for the students and community.

4. How will you know that the school is succeeding (or not) in its mission?
By acknowledging the academic accountability and financial responsibilities are met.

Governance

1. Describe the role that the board will play in the school's operation.
The role of the board is to govern the productivity of the school without interference of the daily operations.

2. How will you know if the school is successful at the end of the first year of operation?
The success will be determine by the students' performance along with other charter school meeting accountability standards as outlined by Mississippi Charter School Authorized Board.

3. How will you know at the end of four years of the school is successful?

The success of the school will be determined by the progression of school academics and proficiency growth and as well as the fiscal resources are sustained.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure the school is successful, we must choose a strong proven leader, while providing accountability for the charter school, and adhering to its policies and procedures.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In the case where a board member may be acting unethically or not in the best interests of the school, as a board member, I would address that member first, and then if my concerns of unethically practices have been confirm, I will then share my findings with the board.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons ☐ Yes

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

   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Janelle Graham

[redacted] *Signature*

4/4/20 *Date*

JANELLE J. GRAHAM

7[redacted]72

WORK EXPERIENCE

July 2017 to Present — **Interim Stadium Manager** — Jackson, MS
Jackson State University

Oversees the daily operations of the Stadium. Responsible for implementing policies and procedures to ensure the fiscal management of the Stadium's budget. Responsible for attracting other revenue streams for Stadium. Work diligently with staff, contractors and other vendors in to ensure the ultimate fan experience and safety. To provide the highest quality of standards for Stadium Facilities.

July 2011 to July 2017 — **Interim Staff Officer II, Accountant/Auditor III** — Jackson, MS
Jackson State University

Serves as the primary accountant for the stadium operations of the University. Responsible for the accounts payable and receivables. Assists the General Manager in monitoring the stadium budget and provides support for inventory control. Provides financial and budget support to the other staff. Responsible for processing and maintaining adequate employee payroll records and leave accruals. Works with university officials and other contracted vendors to provide post-event financial reconciliations. Responsible for tracking and reporting ticket sales for stadium events. Reviews and maintains third-party vendor contracts.

July 2008 – June 2011 — **Accountant / Auditor III** — Jackson, MS
MS Department of Finance and Administration

Processed payables for agency, processed payroll for employees and contract vendors. Maintained inventory within agency. Provides financial and budget support to the other staff. Responsible for processing and maintaining adequate employee payroll records and leave accruals. Provided post-event financial reconciliations. Responsible for tracking and reporting ticket sales for stadium events.

July 1996-June 2008 — **Accountant/Auditor III, Director III, Accounting/Auditing Technician** — Jackson, MS
MS Veterans Memorial Stadium Commission

Supervised contractual employees. Maintained records on expenditures and revenue. Processed payables and payroll within agency. Supervised the operation of Concessions. Maintained the accountability of revenue collected by ticket sales, parking and concessions. Responsible for preparing agency budget. Maintained inventory control within agency.

EDUCATION

April 2012 — **Jackson State University** — Jackson, MS
Bachelor of Business Administration Concentration Accounting

SKILLS

- Knowledge of Generally Accepted Accounting Principles (GAAP), Preparing Financial Statements, Inventory Control
- Developing and Implementing Financial Controls, Policies & Procedures, Financial, Administrative & Personnel Management
- Excellent Leadership, Communication, Interpersonal, Analytical, Problem Solving & Decision Making Skills
- IT Skills: MS Office Applications, QuickBooks, Data Badge System, TicketMaster

REFERENCES

Dr. Walter Reed

Watt Whatley

Albert P. Marsh

[redacted]

Janelle Jordan Graham, a native of Brookhaven, MS is a proud graduate of Jackson State University with a Bachelor's degree in Accounting. Ms. Graham has worked at the MS Veterans Memorial Stadium for the past 21 years. With her leadership, she continues to work diligently on behalf of Jackson State University in many capacities. Being the recently appointed Stadium Manager, in which she considers an honor and privilege for such a great opportunity. Ms. Graham's values her focus of providing the "Ultimate Fan Experience" at the Stadium. In addition, will continue to enhance the image of Jackson State University with judicious use of available assets while seeking additional revenue opportunities for the University.

Ms. Graham is a proud mother of three, Kia-24, Kobe-19 & Kaleb-15. She is a member of Greater Pearlie Grove Missionary Baptist Church, where she proudly serves on various ministries; the Jesus Using Sisters Women's Ministry, GPG Mass Choir, GPG Youth Ministry and GPG Greeter's Ministry. Ms. Graham is also a member of the Byram-Terry Alumni Chapter and a founding member of Nubian Social Aid and Pleasure Club of Natchez, MS where their main goal is to provide socialization and educational skills to the youth in Miss-Lou area. Ms. Graham lives by her favorite scripture, Philippians 4:13-"I can do all things through Christ, which strengthens me".

DRU SJODIN
NATIONAL SEX OFFENDER PUBLIC WEBSITE

NATIONAL SEX OFFENDER SEARCH

0 records from a national search including all states, territories and Indian Country for First Name begins with ***Janelle,*** Last Name begins with ***Graham*** that were available at the time your search was performed.

Search performed 6/4/2020 11:36 AM EDT

SR1 College Preparatory and STEM Academy

Mary Margaret Turner Busby

Board Member-Public Relations

Proof of US Citizenship submitted with Letter of Intent

Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve: SR1 College Preparatory and STEM Academy

2. Full name: Mary Margaret Busby

   Home Address: [redacted]

   Business Name and Address: Holmes Community College [redacted]

   Phone Number

   E-mail address

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   I am past-president of the College Public Relations Association of Mississippi (CPRAM) and president for the Public Relations Association of Mississippi (PRAM) Central Chapter. I previously served in other positions on the CPRAM and PRAM boards, and also on the American Heart Association Go Red for Women Executive Leadership Team

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

   Every school needs people to speak up and govern on its behalf. As someone who is highly familiar with the work of SR1, I know that the organization has a strong impact on students' lives. I have no doubt that the school will help a number of its students reach goals that may have not been possible otherwise. It brings me joy to think that I could contribute to the success of this school, which I know will help change the lives of its students. I think I could be an asset to the school, providing assistance with marketing, public relations, and community relations branding.

6. What is your understanding of the appropriate role of a public charter school board member?

   My understanding is that public charter boards members are to provide the strategic vision for the school, provide overall governance of the school and not management, provide transparency, oversee the hiring, evaluating and if needed firing of the school leader. Additionally, work toward achieving the mission and vision of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a school board, but I have nine years of experience working in higher education, so I understand the importance of students having a strong foundation in education. My mother taught kindergarten and first grade and I served as a substitute assistant teacher for a kindergarten class for about two months prior to landing my first full-time PR job. I know first-hand how important those early years are. Not only am I a strong advocate for education, I'm a strong advocate for SR1 and their mission.

8. Describe the specific knowledge and experience that you would bring to the board.

I have a master's degree in public relations from The University of Southern Mississippi and I earned my APR (Accreditation in Public Relations) in 2015. As mentioned, I have eight years of experience working in higher education, both as a PR specialist and communications instructor. From 2010 to 2014, I worked at William Carey University in Hattiesburg and from 2014 to the present, I have been employed at Holmes Community College in Ridgeland. I have done freelance work for SR1 for over two years now. I will bring my strong written and oral communication skills, writing skills, editing skills and knowledge about educational institutions, fundraising, branding, public relations and marketing to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that the mission of the SR1 College Preparatory and STEM Academy is to provide students with holistic student-centered academic and social skills with an emphasis on Science, Technology, Engineering and Mathematics (STEM), which will help students achieve college access and success. SR1 CPSA seeks to graduate K-5 students in Canton who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global and environmental issues.

2. What is your understanding of the school's proposed educational program?

SR1 CPSA's proposed education program is to provide a STEM-based curriculum by Pearson in a small school atmosphere. Coupled with extended school day and summer camp, the school will provide the attention that an at-risk population, including ELL students and students with disabilities, needs to succeed with a low teacher-to-student ratio of 1:13. The school plans to use multiple means to reach students, including: differentiated instruction, inquiry-based learning, theme- and project-based learning, mentored study, technology-based learning and anticipatory set. SR1 CPSA will utilize a mixture of external (i.e. state testing assessments) and internal (i.e. benchmarks, STAR testing) assessments that will support students and provide students, families and staff with the information they need to meet high academic standards and make continuous improvement. The plan is for the school to offer kindergarten and first grade during Year 1 and then add another grade each year so that by Year 5, the school offers K-5.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is one where students truly learn the material and develop positive relationships with their teachers and classmates. A successful school is a safe place for students to come and learn, somewhere that gives them the opportunity to reach their full potential through the best possible resources and quality teachers/administration with strong leadership skills. Finally, a successful school is one with clear goals and the capacity to reach those goals.

4. How will you know that the school is succeeding (or not) in its mission?

I will know if the school is succeeding in its mission if students do well in state testing assessments; if students do well in STAR testing assessments and if surveys to parents show that they are happy with the school and they feel their child is doing well. I will also know if the school is succeeding if benchmark surveys show the students' academic success matches or surpasses the academic success of students at other schools in the same grades.

Governance

1. Describe the role that the board will play in the school's operation.

The board will play an important role in the school's operation. First off, the board will actively recruit students that are in poverty, intellectually gifted, academically low achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure. Outside of recruitment, different members of the board will have different roles based on their specialty, experiences and education. The three sections will be Educational, Operations and Financial. More specifically, as a whole, the board will help hire the administrators and teachers; help establish curriculum; manage the financial aspects of the school; aid in community relations and do the marketing/public relation/branding for the school.

2. How will you know if the school is successful at the end of the first year of operation?

I will know that the school is successful at the end of the first year of operation if SR1 CPA has recruited 75 kindergarten students and 75 first grade students who meet the criteria of being in poverty, being intellectually gifted, being academically low-achieving, having a disability, being from a linguistically-diverse family or having any other situation making them at risk of academic failure. I will also know the school is successful if the individual goals set at the beginning of the year for each student, based on an intimate knowledge of students' academic backgrounds and abilities, are met. Benchmark surveys to teachers, administrators and parents will also help determine success.

3. How will you know at the end of four years of the school is successful?

I will know that the school is successful at the end of four years of operation if the school has added second, third and fourth grade, with 75 students in each grade. I'll also know the school is successful if it has strong state testing scores, a strong retention rate and if the school has retained and possibly even added community/business partners. Benchmark surveys to teachers, administrators and parents will also help determine success, much like they will for the first year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to administer surveys to teachers, administrators and parents both at the beginning and end of each school year to access everyone's thoughts/opinions on how things are going, from curriculum to classroom management to student success. Then, the board will need to address all of the different issues that may have come up and devise a plan to improve the school in any way possible. The charter school board will also need to meet on a regular basis to do strategic planning for all areas (human resources, curriculum, finances, marketing, community relations, etc.) and then follow up to make sure each person has successfully done what is needed in their role to make the school successful. Finally, the school board will provide administrators/teachers with frequent professional development and outside programs, as well as mentors, to help support them in their roles.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believed that one or more members of the school's board were acting unethically or not in the best interests of the school, I would bring the issue to the attention of the other school board members and to the attention of Mr. Tamu Green to see how things should be handled.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

SR1 CPSA will not be contracting with a third party.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees ☒ Yes

I have a friend who teaches high school history at Hartfield Academy.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   ☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Mary Margaret Busby

[redacted] 05-02-2020

Date

Mary Margaret Busby, APR

[redacted]

Accredited Public Relations Specialist

Relevant Skills

- Media Relations
- Event Planning
- Press Releases
- Community Relations
- Publications/Adobe InDesign
- Photography/Adobe Photoshop

Professional Experience

Holmes Community College, Ridgeland, Mississippi
Public Relations Specialist/Journalism Instructor/Academic Advisor **| July 2014 – Present**

- Develop marketing communications/public relations campaigns
- Establish and maintain positive, strategic relationships with key publics/stakeholders
- Research current trends in higher education to interpret to administration
- Create and deliver press releases and media relations content
- Plan, coordinate and manage various campus events
- Co-manage all social media marketing
- Advise the student newspaper and yearbook/Teach College Publications I-IV
- Teach News Writing and Reporting/Serve as an academic advisor for mass communication/journalism majors

William Carey University, Hattiesburg, Mississippi
Public Relations Associate/Adjunct Professor **| August 2010 – July 2014**

- Planned, coordinated and managed various university events
- Generated and delivered press releases, coordinated and implemented photography
- Managed media relations and created advertisements and handled ad contracts
- Planned and implemented community relations programs
- Updated the university's website and social media sites
- Handled marketing efforts for WCU's College of Osteopathic Medicine
- Served as co-editor for the alumni magazine
- Taught Public Speaking I

New Orleans Hornets, New Orleans, Louisiana
Game Stats Crew Member **| January 2010 – May 2010**

- Delivered stats to attending media during games
- Recorded/transcribed post-game interviews with the coaches for the Hornets' publications

Ain't Life Grand Investments, LLC, Hattiesburg, Mississippi
Marketing & Administrative Assistant | **May 2009 - February 2010**

- Generated and distributed press releases
- Created and distributed media press kits and cultivated media relations
- Used QuickBooks to manage accounts payable and human resources
- Aided in the management of the company's non-profit organization, Making Life Grand

The University of Southern Mississippi, Hattiesburg, Mississippi
Teaching & Graduate Assistant | **August 2008 - May 2009**

- Served as a teaching assistant for Mass Communication 101
- Served as the assistant to the USM School of Mass Communications and Journalism Graduate Director. Maintained student database and updated the departmental webpage

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Education

The University of Southern Mississippi, Hattiesburg, Mississippi
Master of Science, December 2009
Major: Public Relations | Overall GPA: 4.00/4.00

The University of Mississippi, Oxford, Mississippi
Bachelor of Arts, May 2008
Major: Journalism, Minor: English | Overall GPA: 3.82/4.00

Community Leadership Roles and Honors

- President – College Public Relations Association of Mississippi | 2017- 2018
- President-Elect – Public Relations Association of Mississippi Central Chapter | 2019
- VP of Communications – Public Relations Association of Mississippi Central Chapter | 2018
- Fitness Coach, High Intensity Interval Training classes – Get Fit with Misti | 2017-present
- Quality Enhancement Plan Marketing Committee Chair at Holmes CC | 2014
- Member – College Public Relations Association of Mississippi | 2010-present
- Member – Southern Public Relations Federation | 2010-present
- Member – Area Development Partnership Leadership Pinebelt Class Alumni (Class of '14)
- Scholarship Chair – Public Relations Association of Mississippi Pinebelt Chapter | 2013
- Go Red for Women Executive Leadership Team, American Heart Association | 2011-12
- Volunteer – The Fieldhouse for the Homeless in Hattiesburg | 2013-15
- Summa Cum Laude, The University of Southern Mississippi, 2009
- Magna Cum Laude/Chancellor's Honor Roll, The University of Mississippi, 2008
- Member of Lambda Chi, Phi Kappa Phi, Gamma Beta Phi, Alpha Lambda Delta and Order of Omega honor societies
- Member – Kappa Delta Alumni Association | 2008-present

Mary Margaret Busby, APR

Mary Margaret Busby, APR, is a public relations professional with a heart for education. Not only does she promote her employer, Holmes Community College, and manage their internal and external communications, she also teaches journalism and serves as an academic advisor for the institution.

Mary Margaret is a strong advocate for education and considers herself a lifelong learner. She works to stay current in her field by serving on the board for two public relations professional organizations: She is president of the College Public Relations Association of Mississippi (CPRAM) and vice president of communications for the Public Relations Association of Mississippi (PRAM) Central Chapter.

Mary Margaret believes that relationships are the building blocks of achieving success and considers community and other stakeholder relationships to be the most important aspect of her profession. She also places great value on strong written and oral communication skills.

Mary Margaret holds an Accreditation in Public Relations (APR) from the Public Relations Society of America (PRSA) Universal Accreditation Board; a Master of Science in Public Relations from The University of Southern Mississippi and a Bachelor of Arts in Journalism from The University of Mississippi. So far, she has eight years of experience in higher education public relations and instruction.

DRU SJODIN
NATIONAL SEX OFFENDER PUBLIC WEBSITE

NATIONAL SEX OFFENDER SEARCH

0 records from a national search including all states, territories and Indian Country for First Name begins with ***Mary Margaret***, Last Name begins with ***Busby*** that were available at the time your search was performed.

Search performed 6/4/2020 11:45 AM EDT

SR1 College Preparatory and STEM Academy

Timothy J. Ward

Board Member

Proof of US Citizenship submitted with Letter of Intent

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **SR1 College Preparatory and STEM Academy**

2. Full name **Timothy J Ward**

   Home Address [redacted]

   Business Name and Address **Millsaps College,** [redacted]

   Phone Number [redacted]

   E-mail address [redacted]

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Serve on Board of Chirality DRC, a non-profit philanthropic organization supporting interdependent aspects of education, research, and service.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☒ Yes ☐ No

   Served on President's Cabinet as Associate Dean of Sciences, Millsaps College. Millsaps' academic structure consists of a Vice President of Academic Affairs and Dean of the College who presides over all aspects of the academic program. Reporting directly to the VPAA and Dean is the Associate Dean of Sciences.

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

   As a college Chemistry Professor, I am aware of the state's low educational attainment and the increasing gap of educational attainment among students in poverty and minorities. The SR1 CPSA has the capacity to alter the trajectory of students' lives and the Canton, MS community through an education plan aligned with the Mississippi College and Career Readiness standards with a strong STEM emphasis that will prepare students for college.

6. What is your understanding of the appropriate role of a public charter school board member?

   First and foremost, the board member must understand and be fully committed to the mission of the school and ensure specific plans for high academic performance for

students. Other roles include hiring, evaluating, and firing the executive director, setting goals and measurement metrics, approving and monitoring the budget, fundraising for the school, and setting policies.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have the passion and are willing to commit the time it will take to successfully start the SR1 CPSA. I have capabilities in the area of STEM, human resources, budget development and monitoring, staff supervision, facilities management, funding compliance, data collection and analysis, policy development and staff supervision.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring over 30 years of experience in human resources, budget development, financial monitoring, policy development, staff supervision and evaluations, report writing, curriculum development, facilities management, grant writing, data collection and analysis, service delivery quality assurance, and funding compliance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide students a holistic student centered academic and social building approach infused with a strong STEM emphasis to help students succeed academically and socially in order to graduate college ready, enroll in college, graduate and have a successful career.

2. What is your understanding of the school's proposed educational program?

The SR1 College Preparatory and STEM Academy's educational program will promote college preparatory instruction and be aligned with the Mississippi College and Career Readiness standards. The program will infuse STEM with opportunities for students to apply what they have learned outside of the classroom. The educational program supports all students regardless of learning capabilities.

3. What do you believe to be the characteristics of a successful school?

An effective leader should be in place to guide the educational program and school policies and procedures while providing professional support to staff. Data should be utilized to drive instruction. The board should have a sound relationship with the community and school leaders.

4. How will you know that the school is succeeding (or not) in its mission?

The school is meeting the Mississippi Charter School Standards as outlined by the Mississippi Charter School Authorizer Board. The student academic and growth goals are being met or exceeded. Additionally, the school is meeting and maintaining enrollment goals and is financially sound.

Governance

1. Describe the role that the board will play in the school's operation.

The board will provide governance and not intermingle in the day-to-day operations of the school. The board will be responsible for evaluating the executive director and holding the executive director responsible for meeting the established goals for student and staff. Additionally, the board must monitor the budget to ensure sound fiscal practices.

2. How will you know if the school is successful at the end of the first year of operation?

Academic data shows growth among students, yearly enrollment rates are met, high community engagement with the school, low staff turnover, financial wellness, and high student re-enrollment rate.

3. How will you know at the end of four years of the school is successful?

School academic data will indicate standards are met or surpassed, financial sustainability, enrollment targets are met and the community supports the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Having a highly-qualified trained board, school leaders, and teachers, established board committees to aid in being proactive in identifying and correcting any areas or sitiouations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As a board member, I would first meet with the board member to express my concerns and allow the member the opportunity to provide their feedback. After speaking with the member whether the situation was rectified or not, I would inform the remaining members of my concerns and discussion I had with the board member in the member's presence to maintain transparency.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   ☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Timothy J. Ward

[redacted]

5-7-2020

Signature *Date*

TIMOTHY J. WARD

[redacted]

I. ADMINISTRATIVE and ACADEMIC EXPERIENCE

Associate Dean of Research and Faculty Support: Millsaps College, August 2018 – present.
Associate Dean of Sciences: Millsaps College, January 2007 – August 2018.
Acting Associate Dean of Sciences: Millsaps College, June 2004 -2005.
Chair and Professor: Department of Chemistry, Millsaps College, 2002-2006.
Chair and Associate Professor: Department of Chemistry, Millsaps College, 1996-2002.
Assistant Professor: Department of Chemistry, Millsaps College, 1990-1996.
Senior Leadership Academy (SLA): June 2014 – June 2015. I participated in SLA's year-long program for administrators who aspire to senior leadership positions in independent colleges or universities to acquire knowledge, skills, and experiences that are germane to the responsibilities and activities central to the work of a vice president.

Millsaps' academic structure consists of a Vice President of Academic Affairs and Dean of the College who presides over all aspects of the academic program. Reporting directly to the VPAA and Dean are three academic divisional deans; Associate Dean of Sciences, Associate Dean of Arts and Letters, and Dean of the Else School of Management. The Science Division consists of nine academic disciplines and each is represented by a department chair who reports to the Associate Dean of Sciences. The Science Division at Millsaps is quite diverse; in addition to the traditional physical and natural sciences, the division also includes the departments of Education, Political Science, Sociology-Anthropology, and Psychology. This broad diversity of academic disciplines has exposed me to a variety of teaching pedagogies and scholarship outside my immediate field.

- Evaluation of Faculty- the Associate Dean is responsible for evaluating all personnel in the division, which consists of forty faculty members, in the areas of teaching, scholarship, and service. The Associate Dean chairs all Promotion and Tenure review committees within the Science Division. The Associate Dean is charged with helping promote faculty development within the division as well as across the college.
- The Associate Dean is responsible for developing proposals to support academic programs, and assists in cultivating donors and foundations to create and maintain nationally competitive and regionally distinctive academic programs. I led the effort in securing $1.4 million Howard Hughes Medical grant, Cultivating Scientific Habits of Mind through Interdisciplinary and Scientific Competencies. This was a joint effort with the Departments of Biology, Chemistry, Physics and Psychology to create a competency-based and concept driven curriculum that is reinforced with enhanced research experience. I also led the development of a successful $818,000 proposal to

the W.M. Keck Foundation to create an interdisciplinary research/teaching facility. This proposal created a shared teaching/research facility between the Departments of Sociology-Anthropology, Biology, and Chemistry: the W.M. Keck Center for Instrumental and Biochemical Comparative Archeology. This center supports pioneering interdisciplinary research to explore complex archeological questions using bioanalytical and biochemical techniques. In addition I have assisted in numerous fundraising projects including the creation of the Raymond and Marjorie Martin pre-medical initiative which raised $1,000,000, the establishment of the Julian and Kathryn Wiener pre-medical fellowship program which raised $350,000 for undergraduate research and the C. Eugene Cain Endowment for Undergraduate Chemistry and Pre-Medical Research which raised $800,000, as well as successful proposals to Booth Ferris and other national foundations.

- Budgets and finance – the Associate Dean serves on the President's cabinet and helps administer the College's budget and participates in discussions of strategic planning. The Associate Dean directly oversees all departmental budgets within the science division. Over my tenure at Millsaps I have served as primary administrator or director of several institutional awards including the Eisenhower Science Teacher Institute, Booth-Ferris Master Teacher Program, W.M. Keck Foundation, Howard Hughes Medical Institute and as PI on grants from the National Institutes of Health, the Merck/AAAS Undergraduate Science Research Program, and the National Science Foundation totaling more than $4 million.
- Assisted with the marketing and promoting of Millsaps College, including presenting the College's distinctive strengths to prospective students and parents. My work has included working closely with other Associate Deans as well as the Else School of Management to design and market a 5 year-BS/MBA pre-health initiative as well as collaborations with the Department of Education and support for K-12 science instruction.
- Represented the interests of the College and the science division to an array of constituencies, both internal and external.

Chair Department of Chemistry, 1996 - 2006

- Chaired the Chemistry Department, one of the largest departments and an integral department to the pre-health program. Led the transition of the Chemistry Department to reflect a diverse faculty which is research-active through the mentoring and hiring of new junior faculty. Specifically I hired and successfully mentored the first two female members to receive tenure in the Department.
- Administered and revitalized the academic program with the development of faculty-student research, establishing a vibrant externally funded research program within the department and collaborations with other departments. I led the effort for funding of a Merck/AAAS Undergraduate Science Research award for an interdisciplinary research project between Chemistry and Biology.
- Administered department budget including the creation and implementation of an equipment repair/replacement fund for the department.

Science Division Personnel Committee, 2001 – 2003, Served as Chair 2003

- Elected and served on the science division personnel committee which is part of the Millsaps system of shared governance. This three-member committee assists the Associate Dean in the review process, aiding in evaluating and making recommendations for each faculty member to the Associate Dean under the areas of teaching, scholarship, and duties and responsibilities of a faculty member. In 2004 I assumed the role of acting Associate Dean.

Southern Association of Colleges and Schools (SACS) Steering Committee, 2001-2002

- As a member of the steering committee, I was responsible for organizing subcommittee chairs, acting as liaison between faculty/staff and administration, writing and revising the self-study plan and manual. My specific areas of responsibility were educational support services which includes library and instructional support, student development services, and intercollegiate athletics.

Chair Sexual Harassment Committee, 1993 - 1997

- Helped draft policy for resolution of sexual harassment complaints, mediated an informal complaint system, planned and implemented educational programs such as the Sexual Harassment/Assault programs for freshman.

Sexual Assault Committee, 1994 - 1997

- This committee was appointed to write a policy and procedure for the campus. My role specifically was to draft the policy portion of this document. Meetings were often conducted with the President and the College attorney present to advise us legally. The new policy and procedure was adopted by the board of trustees. This committee met regularly through the entire academic year to train and provide training. This included several workshops which included meeting with College attorney for legal preparation and training, and conducting several workshops with the Head of College security for basic investigative training and a workshop with rape crisis counselors to gain knowledge in helping rape victims.

Chair Benefits Committee, 1997 -1998

- Appointed by the College President to chair the Employee Benefits Committee; addressed issues and concerns such as Vacation /sick leave policy, Direct Deposit, Group Health Plan, Health Coverage for Retirees, Tuition Assistance Plan, and Term Life for college employees, and Employee Recognition Program.

Faculty Athletic Representative to the NCAA, 1993 - present

- Charged with proposing general plans for the intercollegiate athletics program and acted as an advisory committee to the Director of Athletics, the coaching staff and the

administration.
- Assisted with interviews of new coaches and athletic staff, met with student recruits for academic advisement and discussed the NCAA Faculty Athletic Representative's role and services available to student athletes.

DRC Chirality, President and CEO and Board Chair, 2006 - present

- Organized and oversaw the finances for Chirality 2007, the largest international scientific meeting in my field.
- Directed a non-profit corporation that promotes interdependent aspects of education, research, and service.

Consultant and Expert Witness

- Served as an expert witness in federal and chancery courts. Litigation has involved manufacturing processes and related tax issues, technology disputes in patent claims, and capabilities of one ordinarily skilled in the art. Services have included preparation of sworn affidavits, expert opinion reports, depositions, cross examinations and testimony at trial.

II. ACADEMIC TRAINING

1. **Ph.D.**, Analytical Chemistry, February 1987; Texas Tech University, Lubbock, Texas. Ph.D. Dissertation: Cyclodextrins and Micelles in Separations.
2. **B.S.**, Chemistry, American Chemical Society Certification, August 1981; University of Florida, Gainesville, Florida.

III. TEACHING AND RESEARCH AWARDS

1. Outstanding Contributions to Science, Mississippi Academy of Sciences, **2002**
2. Chemist of the Year, Mississippi Section of the American Chemical Society, **2001**
3. HEADWAE (Higher Education Appreciation Day-Working for Academic Excellence), awarded by Mississippi State Legislature, **2000**
4. Exemplary Teaching at a United Methodist Institution of Higher Education, General Board of Higher Education United Methodist Church **2000**
5. Distinguished Professor Award, Millsaps College, **1999**
6. Texas Tech University, Excellent Graduate Presentation, South Plains Chemical Research Symposium, American Chemical Society, **1986.**

IV. SCHOLARSHIP - PUBLICATIONS (Undergraduate Student Authors*)

1. "Determining Variable Caffeine Concentrations in E-Cigarettes and E-Liquids by GC-MS," Ardith D. Bravenec*and Timothy J. Ward, *LC*GC*, under review 2018.
2. Chiral Separations by High-Performance Liquid Chromatography, Karen D. Ward[1], Ardith D. Bravenec[2], and Timothy J. Ward[1*], *Encyclopedia of Analytical Chemistry,* [1]Department of Chemistry and Biochemistry, Keck Center for

Instrumental and Biochemical Comparative Archaeology, Millsaps College, Jackson, MS, USA; [2]School of GeoSciences, University of Edinburgh, Edinburgh UK. (in press 2018).

3. "Photodegradation of clothianidin and thiamethoxam in agricultural soils," Yang Li, Yadong Li, Yiming Liu, and Timothy J. Ward, Environmental Science and Pollution Research 25:31318–31325 (2018).
4. "Amino Acid Racemization and its Relation to Geochronology and Archaeometry," Bravenec AD, Ward KD, and Ward TJ*. Journal of Separation Science, **41(6)** 1489-1506 (2018).
5. "An Experimental Comparison of Two Techniques for Methylxanthine Recovery from Pottery Fragments with Implications for Archaeology," Patricia Crown, Jeffrey Hurst, Timothy Ward, Ardith Diane Bravenec*, S Uzair Ali*, James Klugh*, Jennie Sturm*, and Katie Williams*, *Papers of the Archaeological Society of New Mexico*, **Vol. 44**, 95-106 (2018).
6. "Ritual Drinks in the Prehispanic American Southwest," Patricia L. Crown, Jiyan Gu, W. Jeffrey Hurst, Timothy Ward, Diane Bravenec*, Syed Ali*, Laura Kebert*, Marliana Berch*, and Erin Redman*, *Proceedings of the National Academy of Sciences,* **112** (37) 11436-11442 (2015).
7. "Residue Analysis, Theobromine," Timothy J. Ward, *Archaeology of Food*, edited by Karen Matheny and Mary Beaudry, **Vol. 2,** 435 - 436, Rowan & Littlefield Press Inc., Lanham, MD (2015)
8. "Cross-Cultural Ceramic Analysis: Albania and Yucatán in the Keck Lab at Millsaps College," Michael L. Galaty, George J. Bey III, and Timothy J. Ward in Social Dynamics of Ceramic Analysis: New Techniques and Interpretations, *Papers in Honour of Charles C. Kolb* edited by Sandra L. López Varela. BAR International Series S2683, 13-21 (2014).
9. "*Grunas*," Timothy Ward, Michael Galaty, Jiyan Gu, Heather Rypkema, Nadia Al Hashimi*, Christopher Horne*, Christie Kokel, and James Thompson*, "*Light and Shadow: Isolation and Interaction in the Shala Valley of Northern Albania*," edited by Michael L Galaty, Ols Lafe, and Wayne E Lee, UCLA Cotsen Institute of Archaeology Press (2013).
10. "Ritual Black Drink Consumption at Cahokia," Patricia L. Crown, Thomas E. Emerson, Jiyan Gu, W. Jeffrey Hurst, Timothy R. Pauketat, and Timothy Ward, *Proceedings of the National Academy of Sciences,* **109** (35) 13944-13949 (2012).
11. "Recent Progress in Chiral Stationary Phase Development and Current Chiral Applications," Timothy J. Ward and Karen D. Ward, *LC*GC Special Issue on LC Columns*, April 1, 2012.
12. "Chiral Separations: A Review of Current Topics and Trends," Timothy J. Ward and Karen D. Ward, *Analytical Chemistry*, **84** (2) 625-635 (2012).
13. "Chiral Separations: A Fundamental Review," Timothy J. Ward and Karen D. Ward, *Analytical Chemistry*, **82** (12) 4712-4722 (2010).
14. "Vancomycin Molecular Interactions: Antibiotic and Enantioselective Mechanisms," Timothy J. Ward, Aprile Gilmore*, Karen Ward and Courtney Vowell*, in *Chiral Recognition in Separation Methods: Mechanisms and Applications*, pp 223-240, Springer-Verlag Berlin, ed. by Alain Berthod, 2010.
15. "Chiral Separations: A Fundamental Review," Timothy J. Ward and Beth Ann

Baker*, *Analytical Chemistry*, **Vol. 80** (12), 4363-4372 (2008).

16. "Chiral Separations: A Fundamental Review," Timothy J. Ward, *Analytical Chemistry*, **Vol. 78**, June 15, 3947-3956 (2006).
17. "Chiral Separations: A Fundamental Review," Timothy J. Ward and Daisy Malloy-Hamburg*, *Analytical Chemistry*, **Vol. 76**, No. 16, 4635 - 4644 (2004).
18. "Chiral Separations Using the Macrocyclic Antibiotics in Capillary Electrophoresis," Timothy J. Ward and Colette Rabai*, in *Chiral Separations - Methods and Protocols,* **Vol. 243,** 255-263, Humana Press Inc., Totowa, NJ, edited by Prof. Dr. Gerald Gübitz and Dr. Martin Schmid, 2003.
19. "Chiral Separations: A Fundamental Review," Timothy J. Ward, *Analytical Chemistry*, **Vol. 74**, No. 12, 2863 – 2872 (2002).
20. "Synergistic Chiral Separations using the Glycopeptides Ristocetin A and Vancomycin," Timothy J. Ward, Brad Farris* and Kellie Woodling*, *Journal of Biochemical and Biophysical Methods,* **Vol. 48,** 163-174 (2001).
21. "Chiral Separations Using the Macrocyclic Antibiotics: A Review," Timothy J. Ward and Brad Farris*, *Journal of Chromatography A,* **906**, 73-89 (2001).
22. "Chiral Separations by High Performance Liquid Chromatography," Timothy J. Ward and Tanya M. Oswald*, *Encyclopedia of Analytical Chemistry: Instrumentation and Applications,* edited by R. A. Myers, 11316-11334 (2000).
23. "Chiral Separations: A Fundamental Review," Timothy J. Ward, *Analytical Chemistry*, **Vol. 72**, No. 18, September 15, 2000.
24. "Enantioseparations with the Macrocyclic Antibiotic Ristocetin A Using a Countercurrent Process in CE," Tanya M. Oswald* and Timothy J. Ward, *Chirality*, **11**, 663-668 (1999).
25. "A Capillary Electrophoresis Training Program," Timothy J. Ward, *Analytical Chemistry*, **70** 546A-547 (1998).
26. "HPLC and CE: Principles and Practice," Timothy J. Ward, *Analytical Chemistry* **70**, 608A-609A (1998) .
27. "Enantioselectivity in CE Using the Macrocyclic Antibiotics," Timothy J. Ward and Tanya M. Oswald*, *Journal of Chromatography*, **792**, 309-325 (1997).
28. "Separation of Optically Active Pharmaceuticals Using Capillary Electrophoresis," Timothy J. Ward and Karen D. Ward, *The Impact of Stereochemistry on Drug Development and Use*, edited by, Hassan Y. Aboul-Enin and Irving W. Wainer, Chemical Analysis Series, **Vol. 142,** 317-344 (1997).
29. "Macrocyclic Antibiotics, The Newest Class of Chiral Selectors," T. J. Ward, *LC*GC*, **Vol. 14 Number (10)**, 886-894 (1996).
30. "Separation of Enantiomers using Vancomycin in a Countercurrent Process by Suppression of Electroosmosis," Timothy J. Ward, Charles Dann III*, and Andy P. Brown*, *Chirality*, **8**, 77-83 (1996).
31. "Macrocyclic Antibiotics, The Newest Class of Chiral Selectors," T. J. Ward, *LC*GC International*, **Vol. 9**, 428-435 (1996).
32. "Enantiomeric Resolution using the Macrocyclic Antibiotics Rifamycin B and Rifamycin SV as Chiral Selectors for Capillary Electrophoresis," Timothy J Ward, Charles Dann III*, and Alice Blaylock*, *J. Chromatogr. A,* **715**, 337-344 (1995).
33. "Use of Organic Modifiers to Enhance Chiral Selectivity in Capillary

Electrophoresis," Timothy J. Ward, Mary Nichols*, Lacy Sturdivant*, and Charles C. King*, *Amino Acids*, **8(4)**, 337-344 (1995).

34. "Solubilization in Micellar Separations," T. J. Ward and K. D. Ward, *In Solubilization*, Surfactant Series, Ed. J. Schamehorn and S. Christian, Marcel Dekker, NY (1995).
35. "Chiral Media for Capillary Electrophoresis," T. J. Ward, *Anal. Chem.*, **66**, 633A (1994).
36. "Derivatized Cyclodextrins Immobilized On Fused Silica Capillaries for Enantiomeric Separations Via Capillary Electrophoresis, Gas chromatography or Supercritical Fluid Chromatography," D. W. Armstrong, Y. Tang, T. J. Ward, and M. Nichols*, *Anal. Chem.*, **65**, 1114 (1993).
37. "Biopolymers in Analytical Chemistry," T. J. Ward, *In Kirk-Othmer Encyclopedia of Chemical Technology 4th Ed.*, Ed M. Howe-Grant and J. I. Kroschwitz, John Wiley & Sons, NY (1992).
38. "Stereospecific Functionalization of (R)-(-)-1,1' -Bi-2-naphthol Triflate,: L. Kurz, G. Lee, D. Morgans, M. Waldyke, and T. J. Ward, *Tetrahedron Letters*, **31(44)**, 621 (1990).
39. "Evaluation of the Effect of Organic Modifier and pH on Retention and Selectivity in Reversed Phase Liquid Chromatographic Separation of Alkaloids on a Cyclodextrin Bonded Phase," D. Armstrong, G. L. Bertrand, K. Ward, T. J. Ward, H. Secor, and J. Seeman, *Anal. Chem.*, **62**, 332 (1990).
40. "Enantiomeric Resolution and Chiral Recognition of Racemic Nicotine and Nicotine Analogues by B-Cyclodextrin Complexation. Structure-Enantiomeric Resolution Relationships and Host-Guest Interactions," J. Seeman, H. Secor, D. Armstrong, K. Ward and T. J. Ward, Anal Chem., **60**, 2120 (1988).
41. "Cyclodextrin bonded Phases in the Chromatographic Separation of Optical Isomers." T. J. Ward and D. W. Armstrong. *In Chromatographic Chiral Separations*, Ed. L. J. Crane and M. Zief, Marcel Dekker, NY (1988).
42. Application Note No. 135. "Determination of Sulfites in Food Matrices by Ion Exclusion Chromatography Using Amperometric Detection." Dionex Corporation, November 1987.
43. Application Note No. 120. "Determination of Polynuclear Aromatic Hydrocarbons." Dionex Corporation, August 1987.
44. Application Note No. 117. "Carbamate Pesticides by Dual Postcolumn Reaction/Fluorescence Detection Consistent with EPA Method 531." Dionex Corporation, July 1987.
45. "Separation of Tamoxifen Geometric Isomers and Metabolites by Bonded Phase Beta-Cyclodextrin Chromatography." R. D. Armstrong, t. J. Ward, N. Pattabiram, C. Benz and D. W. Armstrong. *J. Chromatogr.*, **414**, 192 (1987).
46. "Effect of Crown Ether Surfactants on Flame Atomic Absorption and Flame Emission Signals of Some Monovalent Cations." T. J. Ward, D. W. Armstrong and B. P. Czech. *Anal. Chem. Acta.*, **188**, 301 (1986).
47. "Chiral Recognition and Separation of Drug Enantiomers through Beta-Cyclodextrin Inclusion Complex Formation," D. W. Armstrong, T. J. Ward, R. D. Armstrong and T. E. Beesley, *Science*, **232**, 1132 (1986).

48. "Micellar Effects on Molecular Diffusion: Theoretical and Chromatographic Considerations." D. W. Armstrong, T. J. Ward and A. Berthod, *Anal. Chem.*, **58**, 579 (1986).
49. "Improved Cyclodextrin Chiral Phases: A Comparison and Review." T. J. Ward and D. W. Armstrong, *J. Liq. Chromatogr.*, **9(2&3)**, 407 (1986).
50. "Synthesis, Rapid Resolution and Determination of Absolute Configuration of Racemic 2.2-Binapthyl Crown Ethers and Analogues via Beta-Cyclodextrin Complexation." D. W. Armstrong, T. J. Ward, A. Czech, B. P. Czech and R. A. Bartsch, *J. Org. Chem.*, **50**, 5556 (1985).
51. "Liquid Chromatographic Separation of Enantiomers Using a Chiral Beta-Cyclodextrin Bonded stationary Phase and Conventional Aqueous-Organic Mobile Phases." W. L. Hinze, T. E. Riehl, D. W. Armstrong, W. Demond, A. Alak, and T. J. Ward, *Anal. Chem.*, **57**, 237 (1985).
52. "Facile Separation of Enantiomers, Geometrical Isomers and Routine Compounds on Stable Cyclodextrin L C Bonded Phases." D. W. Armstrong, A. Alak, K. Bui, W. Demond, T. J. Ward, T. E. Riehl, and W. L. Hinze, *J. Inclusion Phenom.*, **2**, 533 (1984).

Honors Theses of Students

1. "Residue Analysis of Archaeological Pipe Stems and the Determination and Synthesis of Dehydration Products of Atropine and Scopolamine by GC-MS and LC-MS," Sara Barker, Millsaps Department of Chemistry and Biochemistry, Jackson, MS.
2. "Development of Methods for the Residue Analysis of Ceremonially Important Ingredients from Archeological Pottery Sherds by GC-MS and LC-MS," Diane Ward, Millsaps Department of Chemistry and Biochemistry, Jackson, MS.
3. "Analysis of Maize Consumption in Mayan Society," Anna Church, Millsaps Department of Chemistry and Biochemistry, Jackson, MS. Co-advisor with George Bey, Millsaps Department of Sociology and Anthropology.
4. "A Comparison of Digestion and Laser Ablation Techniques for the Analysis of Archaeological Artifacts using ICP/MS," James Thompson, Millsaps Department of Chemistry and Biochemistry, Jackson, MS.
5. "Chiral Recognition using the Macrocyclic Glycopeptides," Jason Eastlack, Millsaps Department Chemistry Department, Jackson, MS.
6. "The Chemical Causes and Economic Effects of Obesity in the State of Mississippi," Mackey Sugar, Millsaps Chemistry Department, Jackson, MS. Co-advisor with Pat Taylor, Millsaps Else School of Business.
7. "Separation of Dansyl Amino Acids Using 18-Crown-6 Ether and Vancomycin in a Capillary Electrophoresis System," Colette Rabai, Millsaps Chemistry Department, Jackson, MS.
8. "Synergistic Effects Using Ristocetin A and Vancomycin in Chiral CE Separations," Brad Farris, Millsaps Chemistry Department, Jackson, MS.
9. "Multimedia versus Traditional Teaching Methods: A Quantitative Study," Brian Berryhill, Millsaps Chemistry Department, Jackson, MS.

10. "Investigation of the Enantioselective Properties of Macrocyclic Antibiotics," Jason McManus, Millsaps Chemistry Department, Jackson, MS.
11. "Enantiomeric Separations in a Countercurrent Process by Suppression of Electroosmosis," Tanya Oswald, Millsaps Chemistry Department, Jackson, MS.
12. "Investigation of the Macrocyclic Antibiotic Teicoplanin in a Countercurrent Process," Angela Ahuja, Millsaps Chemistry Department, Jackson, MS.
13. "Countercurrent Separations in Capillary Electrophoresis using the Macrocyclic Antibiotic Vancomycin," Andy Brown, Millsaps Chemistry Department, Jackson, MS.
14. "Enantioselective Separations Using Rifamycin B and Rifamycin SV in Capillary Electrophoresis," Charles Dann III, Millsaps Chemistry Department, Jackson, MS.
15. "Enantiomeric Separations Using Macrocyclic Antibiotics in Capillary Electrophoresis," Alice Blaylock, Millsaps Chemistry Department, Jackson, MS.
16. "Chiral Separations Using Capillary Electrophoresis with Cyclodextrin Mobile Phases," William Duncan, Millsaps Chemistry Department, Jackson, MS.
17. "Use of Derivatized Cyclodextrins to Enhance Signals in Atomic Absorption Spectroscopy," Anthony J. Bell, Millsaps Chemistry Department, Jackson, MS.

V. PROFESSIONAL PRESENTATIONS

Invited Lectures

March 2014	"Mentoring to Overcome Adversity - A Road to Excellence in Undergraduate Research," MAS 2014 Millsaps - HHMI Undergraduate Symposium Inaugural Address, Mississippi Academy of Sciences, Hattiesburg, MS, March 2014.
Nov. 2013	"Analyses of Residues In Pottery Sherds To Identify Diets and Ceremonial Usage," Department of Chemistry, University of Southern Mississippi.
June 2012	"No Bones About It, It's All a Matter of Time: Amino Acid Racemization and Geochemical Dating," Chirality-2012, 24th International Symposium on Chiral Discrimination, Fort Worth, Texas.
April 2012	"Analysis of Albanian Artifacts in the W. M. Keck Center at Millsaps College: An Instrumental Approach to Comparative Archaeology," 77th Annual Meeting of the Society for American Archaeology, Memphis, TN.
June 2010	"W.M. Keck Center: A Facility for Instrumental and Biochemical Analysis of Archaeological Artifacts," Oxcutzcab, Mexico.
Dec. 2009	"Instrumental and Biochemical Analysis in Cross-Cultural Comparative Archaeology," Department of Antiquities, University of Tirana, Albania.
April 2009	"Modern Instrumental and Biochemical Analysis for the Comparative Archeology of Old World and New World Cultural Systems," Department of Chemistry, University of Wyoming.
June 2006	"Examination of Covalently Bound Vancomycin Dimers as Chiral Resolving Agents," Chirality-2006, 18th International Symposium on

Chirality, Busan, Korea.

July 2004 "Chiral Separations using Capillary Electrophoresis," Chirality-2004, 17th International Symposium on Chirality, New York, NY.

July 2004 "Use of Cyclodextrins and Cyclodextrin Related Phases for the Resolution of Chiral Pharmaceuticals," Pfizer Pharmaceuticals, Groton, CT.

Nov. 2002 "Considerations for Method Development and Validation Using CE," Analytical and Bioanalytical Methods Validation Conference, Institute for International Research, Anaheim, CA.

July 2002 "Two Decades of Chiral Analysis: What Challenges Lie Ahead," Rocky Mountain Analytical Conference, Denver, CO.

March 2002 "Considerations for Method Development and Validation Using CE," Analytical and Bioanalytical Methods Validation Conference, Institute for International Research, Philadelphia, PA.

Oct. 2001 "Are There Evil Twins Lurking in Our Medicine Cabinets," Departmental Seminar, University of Mississippi, Department of Chemistry, Oxford, MS

July 2001 "Synergistic Effects Using the Macrocyclic Antibiotics Ristocetin A and Vancomycin in Capillary Electrophoresis," Chirality-2001, 13th International Symposium, Orlando, FL.

June 2001 "Considerations for Method Development and Validation Using CE," Analytical and Bioanalytical Methods Validation Conference, Institute for International Research, Seattle, WA.

March 2001 "Can Two Heads Be Better Than One? Synergistic Separations Using Mixtures of Macrocyclic Glycopeptides," Departmental Seminar, Claremont Colleges Joint Science Department, Claremont, CA.

Dec. 2000 "Synergestic Effects Using Ristocetin A and Vancomycin in Chiral Separations," American Chemical Society Southeast-Southwest Regional Meeting, New Orleans, LA.

Dec. 2000 "Considerations for Method Development and Validation Using Capillary Electrophoresis," Analytical Methods Validation Conference, Institute for International Research, Princeton, NJ.

Sept. 2000 "Chiral Separations Using the Macrocyclic Glycopeptides in Chiral CE Separations," Departmental Seminar, Chemistry Department, University of West Florida, Pensacola, FL.

Jan. 2000 "Use of the Macrocyclic Antibiotics to Achieve Chiral Recognition," Mississippi Section of the American Chemical Society Mid-Winter Symposium, Jackson, Mississippi.

Dec. 1999 "Chiral Recognition of Stereoisomers Using the Macrocyclic Antibiotics," Departmental Seminar, University of Mississippi, Department of Medicinal Chemistry, Oxford, MS.

May 1999 "Enantioselectivity in Capillary Electrophoresis Using the Macrocyclic Antibiotics," Departmental Seminar, University of Cincinnati, Cincinnati.

March 1999 "Evolution of Chiral Media in Capillary Electrophoresis," 217th American Chemical Society (ACS) National Meeting, Anaheim, CA.

Oct. 1998 "Investigation of Macrocyclic Compounds For Enantiorecognition,"

	Annual Conference of the Federation of Analytical Chemistry and Spectroscopy Societies (FACSS'98), Austin, Texas.
May 1998	"Chiral Separations Using Capillary Zone Electrophoresis," HPLC'98 International Conference, St. Louis, MO.
Oct. 1997	"Evolution of Chiral Stationary Phases in Liquid Chromatography," American Chemical Society Southwestern Regional Meeting, Osage, MO.
Sept. 1997	"Altering Enantioselectivity with the Macrocyclic Antibiotics in CE," ACS National Meeting, Las Vegas, NV.
June 1997	"Enantioselectivity in Capillary Electrophoresis Using the Macrocyclic Antibiotics," The Chiral Conference of Americas, Cancun, Mexico.
March 1997	"Use of the Macrocyclic Antibiotics to Achieve Chiral Recognition Using Capillary Electrophoresis," Kansas State University, Manhattan, Kansas.
Oct. 1995	"A New Class of Chiral Selectors for CE and HPLC," Mississippi State University, Department of Chemistry, Starkville, MS.
April 1995	"New Chiral Selectors for CE and HPLC," The Sixth International Symposium on Chirality, St. Louis, MO.
April 1995	"Enantioselective Separations Using Macrocyclic Antibiotics," Consiglio Nazionale delle Ricerch, Rome, Italy.
Oct. 1994	"Separation of Stereoisomers: Newest Advances in HPLC & CE," University of Southern Mississippi, Department. of Polymer Science, Hattiesburg, MS.
Oct. 1994	"Resolution of Chiral Pharmaceuticals Via Capillary Electrophoresis," FACSS XXI, St. Louis, MO.
June 1994	"Separation of Optically Active Drugs using Capillary Electrophoresis," PharmAnalysis, Atlantic City, NJ.
May 1994	"Chiral Separations Using Capillary Electrophoresis," HPLC '94 Minneapolis, MN.
Oct. 1993	"Chiral Separations Using Capillary Zone Electrophoresis," FACSS XX, Detroit, MI.
Nov. 1992	"Alcohols as Chiral Enhancers in CZE," Eastern Analytical Symposium, EAS, Somerset, NJ.
April 1992	"Preventing the Recurrence Of Thalidomide Tragedies," Sigma XI University of Mississippi Medical Center (UMMC), Jackson, MS.
April 1991	"Degradable Plastics: An Environmental Solution?," Conservation Day, Jackson Academy, Jackson, MS.
Nov. 1990	"Chiral Separations in the Pharmaceutical Industry," Eastern Analytical Symposium, EAS, Somerset, NJ.

Submitted Talks/Presentations

April 2012	"Laser Ablation – Inductively Coupled Plasma Mass Spectrometry Analysis of Albanian Chert Artifacts," with Jiyan Gu, Meeting of the Society for American Archaeology, Memphis, TN.

March 2012	"Study of Ancient Pottery to Determine Their Use via Analyses of Specific Biomarkers Using LC/MS," Pittcon 2012, Orlando, FL
March 2012	"Trace Element Fingerprinting of Chert Artifacts with Portable X-Ray Fluorescence Spectrometry and Laser Ablation-Inductively Coupled Plasma-Mass Spectrometry," Pittcon 2012, Orlando, FL
March 2011	"Provenance of Metal Artifacts Based on ICP-MS, LA-ICP-MS and Portable X-Ray: An Evaluation of Techniques," Pittcon 2011, Atlanta, GA
March 2009	"Characterization of the Geochemical Composition of Pottery and other Artifacts using ICP-MS," Pittcon 2009, Chicago, IL.
March 2008	"The Role of the Sugar Moiety on Glycopeptides with Respect to Dimerization and Enantioselectivity," Pittcon 2008, New Orleans, LA.
March 2006	"Investigation of Vancomycin Dimers and Trimers as Chiral Resolving Agents," PittConn 2006, Orlando, Fl.
March 2004	"Separating Bacteria in the Manner of Molecules Utilizing Capillary Electrophoresis," PittConn 2004, Chicago, IL.
March 2003	"Separation of Bacteria in the Manner of Molecules Using Capillary Electrophoresis," PittConn 2003, Orlando, FL.
March 2001	"Using Mixtures of the Macrocyclic Antibiotics to Achieve Synergistic Separations," Pittsburgh Conference (Pittcon 2001), New Orleans, LA.
April 2000	"Simulated 'Breath Alcohol' Detection by A Redox Reaction," National Science Teachers Association Meeting (NSTA), Orlando, FL.
Oct. 1999	"Creepy Crawlies: Experiments with Earthworms," Mississippi Science Teachers Association Meeting (MSTA), Vicksburg, MS.
March 1999	"Investigation of the Structural Properties of the Macrocyclic Antibiotics and Their Effect on Chiral Recognition," Pittcon,'99, Orlando, FL.
April 1998	Simulated Breath Alcohol Detection by a Redox Reaction -Hands on Workshop," NSTA Meeting, Las Vegas, NV
Nov. 1997	"Examining the Dye Intensity on Easter Eggs - A Hands on Workshop," MSTA Meeting, Biloxi, MS.
April 1997	"Enantioseparations Using the Macrocyclic Antibiotics in a Countercurrent Process," 213th American Chemical Society National Meeting, San Francisco, CA.
Nov. 1996	"Breath Alcohol Analysis by a Redox Reaction," MSTA, Biloxi, MS
Nov. 1995	"Chemical, Electrical and Magnetic Energy Relationships," MSTA Meeting, Biloxi, MS.
March 1995	"Chiral Separations Using Capillary Electrophoresis," Pittsburgh Conference, New Orleans, LA.
Feb. 1993	"Chiral Separations Using Capillary Electrophoresis," Mississippi Academy of Sciences, Jackson, MS.
Feb. 1992	"Separations in Chiral Chromatography: Theoretical and Practical Considerations," Mississippi Academy of Sciences, Biloxi, MS.
Aug. 1991	Roundtable Discussion on Analytical Techniques, Gordon Research Conference, New Hampton, NH.
Dec. 1990	"High Performance Liquid Chromatography of Enantiomeric Compounds," ACS, Southeast-Southwest Meeting, New Orleans, LA.

Jan. 1989	"Enantiomeric Separations Using Cyclodextrins: Future Roles in Science," University of Alabama, Dept. of Chemistry, Birmingham, AL.
April 1988	"Chiral Recognition and Mechanism of Separation of Drug Enantiomers on β-Cyclodextrin Bonded Phases," Syntex Research, Palo Alto, CA.
Feb. 1988	"Determination of Sulfite in Foods by Ion Exclusion Separation and Amperometric Detection," Pittsburgh Conference, New Orleans, LA.
Aug. 1987	"Automation in Ion Chromatography," Rocky Mountain Conference, Denver, CO.
March 1987	"Measurement of Diffusion Coefficients to Determine Binding Constants Other Parameters," PittConn, Atlantic City, NJ.
Sept. 1986	"Liquid Chromatographic Separation of Drug Enantiomers and Diastereomers of Drug Enantiomers on β-Cyclodextrin," University of Kansas, Department of Pharmacology, Lawrence, KS.
April 1986	"Chiral recognition and Mechanism of Separation of Drug Enantiomers on β-Cyclodextrin,"ACS, South Plains Research Symposium, Lubbock, TX.
March 1986	"Rapid LC Enantiomeric Resolution of Drugs via β-Cyclodextrin Complexation Chromatography," PittConn, Atlantic City, NJ.
Nov. 1985	"Micellar Effects on Molecular Diffusion and the Efficiency of Pseudophase Liquid Chromatography," Eastern Analytical Symposium, EAS, New York, NY.

VI. STUDENT RESEARCH PRESENTATIONS

1. "Analysis of Caffeine, Theobromine, and Theophylline Using LC/MS: Applications in Archaeology," Zahra Faizi, Andrew Hollenshead, Anna Wilson, Jacob Niehaus, Scottie Dennis, Ramya Sarna, Timothy Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2017.
2. "Analysis and Comparison of Tobacco Alkaloids in Cigarettes, e-liquids and e-cigarettes using GC/MS," Griffin Jones, Shivangi Patel, Co Quach, Max Harrigill, Ardith Bravenec, Timothy Ward Millsaps College, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2017.
3. "Analysis of Caffeine, Theobromine, and Theophylline using LC/MS: Applications in Archaeology," Anna Wilson, Zahra Faizi, Jacob Niehaus and Timothy J. Ward, Mississippi Section ACS Banquet and Undergraduate Poster Session, October 2017, Clinton, MS.
4. "Determining Variable Caffeine Concentrations in E-Cigarettes and E-Liquids by GC-MS," Co Quach, Shivangi Patel, Scottie Dennis, Ardith Bravenec, and Timothy J. Ward, Mississippi Section ACS Banquet and Undergraduate Poster Session, October 2017, Clinton, MS.
5. "Alkaloids as Biomarkers in Archaeological Artifacts," Andrew Hollenshead, Max Harrigill, Griffin Jones, Ramya Sarna, Sara Barker, and Timothy J. Ward, Mississippi Section ACS Banquet and Undergraduate Poster Session, October 2017, Clinton, MS.

6. "Examination of Various Alkaloids as Biomarkers used in Archaeological Artifacts by LC-MS and GC-MS," Sara Barker, Amanda Kaminski, Ardith Bravenec, Co Quach, Max Harrigill, and Timothy Ward, Pittcon 2017, March, 2017, Chicago, Illinois.
7. "Analysis of Caffeine and Nicotine Content in E-Liquid and E-Cigarettes by GC-MS," Max Harrigill, Sara Barker, Ardith Bravenec, Co Quach, Scottie Dennis, Amanda Kaminski, and Timothy Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2017.
8. "Investigation of the Dehydration Products of Atropine and Scopolamine in Archaeological Pipes," Sara Barker, Amanda Kaminski, Co Quach, Scottie Dennis, Max Harrigill, and Timothy J. Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2017.
9. "Residue Analysis of Archaeological Pipes for Hallucinogenic Biomarkers," Co Quach, Sara Barker, Amanda Kaminski, Max Harrigill, Scottie Dennis, and Timothy Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2017.
10. "Examination of Archaeological Biomarkers Used in Archaeology and Consideration of Potential Degradation Products and Their Implications for Archaeological Biomarkers," Amanda Kaminski, Sara Barker, Ardith Bravenec, Timothy J. Ward, Co Quach, Ha Lam, Trista Tian, and Ty Patterson, 251st ACS National Meeting, San Diego, CA, April 2016.
11. "Analyses of Archaeological Biomarkers to Examine Diet and Identify Ingredients Used in Ritualistic Practices Ardith Bravenec, Timothy J. Ward, Sara Barker, Amanda Kaminski, Co Quach, Ha Lam, Ty Patterson, and Trista Tian, 251st ACS National Meeting, San Diego, CA, April 2016.
12. "Examination of Biomarkers used in Archaeology and Consideration of Potential Degradation Products and Their Implications," Ardith Bravenec, Timothy J. Ward, Sara Barker, Amanda Kaminski, Co Quach, Trista Tian, Ha Lam, and Ty Patterson, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2016.
13. "Analysis of Fatty Acids in Archaeological Vessels by GC-MS," Sara Barker, Amanda Kaminski, Ardith Bravenec, Co Quach, Trista Tian, Ha Lam, Ty Patterson, and Timothy J. Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2016.
14. "Analysis of Organic Residues as Biomarkers to Examine Ritualistic Practices," Amanda Kaminski, Sara Barker, Ardith Bravenec, Co Quach, Trista Tian, Ty Patterson, and Timothy J. Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2016.
15. "Chemical Residue Analysis of Ceremonially Important Ingredients from Archaeological Pottery Sherds by GC-MS and LC-MS/MS," Ardith Bravenec, Amanda Kaminski, Sara Barker, Co Quach, Ha Lam, Trista Tian, and Timothy J. Ward, βββ Research Symposium, Jackson, MS, Febraury 2016.
16. "Analysis of Fatty Acids by GC-MS: A look at Fatty Acids and Enhancing Their Response," Amanda Kaminski, Sara Barker, Ardith Bravenec, Co Quach, Ha Lam, Trista Tian, Ty Patterson, and Timothy J. Ward, βββ Research Symposium, Jackson, MS, Febraury 2016.
17. "Analysis of Fatty Acids in Archaeological Pottery Fragments Using GC-MS,"

Diane Ward, Amanda Kaminski, Sara Barker, and Timothy Ward, Pittcon 2015, March, 2015, New Orleans, Louisiana.

18. "Analysis of Methylxanthines as Biomarkers in Pottery Sherds to Identify Ancient Practices," Diane Ward, James Klugh, Syed Ali, Laura Kebert, Jiyan Gu, and Timothy Ward, Pittcon 2014, March 2-6, 2014, Chicago, Illinois.
19. "Determining the Provenance of Albanian Artifacts Using Solution-Based ICP-MS and Laser Ablation ICP-MS," Fabio Ntagwabira, Faustin Mwambutsa, Michael Galaty, Jiyan Gu, and Timothy Ward, Pittcon 2014, March, Chicago, Illinois.

20. "Chemical analyses of organic residues in fragments of pottery to identify drinks used in ritual ceremonies," Syed Ali, James Klugh, Laura Kebert, Jiyan Gu, and Timothy Ward, 243rd ACS National Meeting, New Orleans, LA, April 2013.
21. "Provenance of Albanian Artifacts by ICP-MS to Identify Ancient Trade Routes," Faustin Mwambutsa, Dai Nguyen, Dylan Horne, Michael Galaty, Jiyan Gu, and Timothy Ward, 243rd ACS National Meeting, New Orleans, LA, April 2013.
22. "ICP-MS and LA-ICP-MS Analysis of Albanian Artifacts," Christopher Horne, Marlaina Berch, and Timothy Ward, 77th Annual Meeting of the Society for American Archaeology, Memphis, TN, April 2012.
23. "Comparison of LA-ICP-MS, Solution-Based ICP-MS, and XRF Inorganic Analysis Techniques in Iron and Copper Ore Provenance Studies", Jay Thompson and Timothy Ward, 241st ACS National Meeting, Anaheim, CA, March 2011.
24. "Synthesis and Investigation of Enantioselective Properties of Covalently Linked Vacomycin Dimer," Matthew Oglesbee, Keith Parsons, Erin Redman, Beth Ann Baker and Timothy Ward, 235th ACS National Meeting, New Orleans, April 2008.
25. "ICP-MS for Geochemical Characterization of Pottery and Ceramics: Comparative Archeology of Old and New World Cultures," Erin Redman, Keith Parsons, Griffin Collums, and Timothy Ward, 40th ACS Southeast Undergraduate Research Conference (SURC), Clinton, MS, April 2008.
26. "Investigation of the Sugar Moiety on Vancomycin Dimers," Matthew Oglesbee, Griffin Collums, Erin Redman, Keith Parsons, Beth Ann Baker, and Timothy Ward 40th ACS SE Undergraduate Research Conference, Clinton, MS, April 2008.
27. "An Examination of the Impact of the Sugar Moiety on Glycopeptides with Respect to Enantioselectivity," Beth Ann Baker, Aprile McGilvray, Courtney Vowell, Matthew Oglesbee, Keith Parsons, Erin Redman and Timothy Ward, ISCD - 16th International Symposium on Chirality, San Diego, CA July 2007.
28. "Investigation of the Separation Properties of Covalently Linked Vancomycin Dimers vs Native Vancomycin," B.A. Baker, A.C. McGilvray, C.L. Vowell, M.D. Oglesbee, and T.J. Ward, 233rd ACS National Meeting, Chicago, Ill, March 2007.
29. "Investigation of Vancomycin Dimers as Chiral Selectors via Resolving Agents Capillary Electrophoresis," Jason Eastlack and Timothy Ward, 231st ACS National Meeting, Atlanta, GA, March 2006.
30. "Separation and Quantitation of Microbes via Capillary Electrophoresis," Bryant

Jones, David Smith, Daisy Hamburg, Stacy Ponder, Geoff Stone, and Timothy Ward, 227th ACS National Meeting, Anaheim, CA, April 2004.

31. "Investigation of a Novel Covalently Bonded Ionic Liquid Stationary Phase," Sandeep Rai and Timothy Ward, 227th ACS National Meeting, Anaheim, CA, April 2004.
32. "Quantitation Of Bacteria Via Capillary Electrophoresis," Geoff Stone*, David Smith*, Bryant Jones, Stacy Ponder, Daisy Malloy-Hamburg, Robert Nevins, and Timothy Ward, Twelfth Annual Millsaps Student Research Symposium, Jackson, Mississippi, January 2004.
33. "Separation of Bacteria in the Manner of Molecules Utilizing Capillary Electrophoresis ," Daisy Malloy-Hamburg, Stacy Ponder, Geoffery Stone, Bryant Jones, David Smith, Robert Nevins, and Timothy Ward, Twelfth Annual Millsaps Student Research Symposium, Jackson, Mississippi, January 2003.
34. "Separation of Bacteria in the Manner of Molecules Utilizing Capillary Electrophoresis ," Daisy Malloy-Hamburg, Stacy Ponder, Geoffery Stone, Bryant Jones, David Smith, Robert Nevins, and Timothy Ward, Mississippi Academy of Sciences, Hattiesburg, Mississippi, February 2003.
35. "Separation of Microorganisms via Capillary Electrophoresis," Daisy Malloy-Hamburg, Stacy Ponder, Geoffery Stone, Bryant Jones, David Smith, Robert Nevins, and Timothy Ward, 225th ACS National Meeting, New Orleans, Louisiana, March 2003.
36. "Probing the Role of the Amine Groups on Vancomycin Using 18-Crown-6," Colette Rabai and Timothy Ward, Mississippi Academy of Sciences, Biloxi, MS, February 2002.
37. "Separation of Bacteria in the Manner of Molecules Utilizing Capillary Electrophoresis," Brad Lokitz and Timothy, Mississippi Academy of Sciences, Biloxi, MS, February 2002.
38. "When Two Are Better Than One: Synergistic Separations Using Mixtures of Macrocyclic Glycopeptides," Colette Rabai, Richie Sumrall, and Timothy Ward, 221st American Chemical Society National Meeting, San Diego, CA, April 2001.
39. "Energetics of Chiral Selection by Vancomycin and an Amino Acid DNA Aptamer," Richie Sumrall, Veronika Viner, Gloria Viner, Colette Rabai, and Timothy Ward, 221st American Chemical Society National Meeting, San Diego, CA, April 2001.
40. "Can Two Heads Be Better Than One? A Study on Chiral Resolution Using Mixtures of the Chiral Selectors Vancomycin and Ristocetin A," Colette Rabai, Richie Sumrall, and Timothy Ward, Mississippi Academy of Sciences, Tupelo, MS, January 2001.
41. "Synergistic Separations Using the Macrocyclic Antibiotics Vancomycin and Ristocetin A in Capillary Electrophoresis," Colette Rabai, Richie Sumrall, and Timothy Ward, American Chemical Society Southeast-Southwest Regional Meeting, New Orleans, LA, December, 2000.
42. "Chiral Recognition Using the Macrocyclic Antibiotic Vancomycin," Gloria Viner, Veronika Viner, and Timothy Ward, American Chemical Society Southeast-Southwest Regional Meeting, New Orleans, LA, December, 2000.

43. "Synergistic Effects Using the Macrocyclic Antibiotics Vancomycin and Ristocetin A in Capillary Electrophoresis," Brad Farris, Kellie Woodling, and Timothy Ward, 219th National American Chemical Society Meeting, San Francisco, March, 2000.
44. "Manipulating the Macrocyclic Antibiotics to Achieve Unique Enantioselectivity in Capillary Electrophoresis," Kellie Woodling, Brad Farris, and Timothy Ward, Pittsburgh Conference (Pittcon, 2000) New Orleans, LA, March, 2000.

45. "Synergistic Effects Using the Macrocyclic antibiotics Vancomycin and Ristocetin A in Capillary Electrophoresis," Brad Farris, Kellie Woodling, and Timothy Ward, Mississippi Academy of Sciences, Sixty-Fourth Annual Meeting, Biloxi, MS, February, 2000.
46. "Chiral Separations Using a Mixture of the Macrocyclic Antibiotics Vancomycin and Ristocetin A in Capillary Electrophoresis," Kellie Woodling, Brad Farris, and Timothy Ward, Mississippi Section of the American Chemical Society Mid-Winter Symposium, Jackson, MS, January, 2000.
47. "Investigation of the Macrocyclic Antibiotics Enantioselectivity Through Structural Modification," Jason McManus and Timothy Ward, Mississippi Academy of Sciences, Sixty-Third Annual Meeting, Tupelo, MS, February, 1999.
48. "Chiral Separations Using a Countercurrent Process," Tanya M. Oswald and Timothy Ward, HPLC'98 International Conference, St. Louis, MO, May, 1998.
49. "Enantiorecognition and Determination of Binding Constants with the Macrocyclic Antibiotics in a Countercurrent Process," Tanya M. Oswald and Timothy Ward, Pittsburgh Conference, New Orleans, LA, March, 1998.
50. "Enantiorecognition Using Ristocetin A in a Countercurrent Process in Capillary Electrophoresis," Tanya M. Oswald and Timothy Ward, Mississippi Academy of Sciences, Sixty-Second Annual Meeting, Biloxi, MS, February, 1998.
51. "Enantioselectivity via Capillary Electrophoresis Using the Macrocyclic Antibiotic Teicoplanin," Angela Ahuja and Timothy Ward, Mississippi Academy of Sciences, Sixty-First Annual Meeting, Biloxi, MS, February, 1997.
52. "Separation of Enantiomers Using the Macrocyclic Antibiotics in a Countercurrent Process by Suppression of Electro-osmotic Flow," Charles Dann III and Timothy Ward, Pittsburgh Conference, Chicago, IL, March, 1996.
53. "Enantiomeric Separations Using Capillary Electrophoresis with Suppression of Electro-osmotic Flow," Charles Dann III, Andy P. Brown, and Timothy Ward, Mississippi Academy of Sciences, 60th Annual Meeting, MS, February, 1996.
54. "Resolution of Chiral Compounds Via Capillary Electrophoresis Using the Macrocyclic Antibiotics in a Countercurrent Process," Charles Dann III, Andy P. Brown, and Timothy Ward, Mississippi Academy of Sciences, 60th Annual Meeting, Jackson, MS, February, 1996.
55. "Resolution of Chiral Compounds Via Capillary Electrophoresis Using the Macrocyclic Antibiotics," Charles Dann III, Andy P. Brown, and Timothy Ward, American Chemical Society, Joint Southeast-Southwest Regional Meeting, Memphis, TN, November, 1995.
56. "Enantiomeric Separations Using Capillary Electophoresis with Suppression of

Electro-osmotic Flow," Andy P. Brown, Charles Dann III, and Timothy Ward, American Chemical Society, Joint SE-SW Regional Meeting, Memphis, TN, November, 1995.

57. "Chiral Recognition Using the Macrocyclic Antibiotics as Chiral Selectors in CE," Charles Dann III and Timothy Ward, ACS Local Meeting, Jackson, MS, April, 1995.
58. "Macrocyclic Antibiotics and Cyclodextrins as Chiral Selectors in Capillary Electrophoresis," Alice Blaylock and Timothy Ward, Mississippi Academy of Sciences, 59th Annual Meeting Biloxi, MS, February, 1995.
59. "Parameters Affecting Chiral Recognition with Rifamycin B as a Chiral Selector in CE," Charles Dann III and Timothy Ward, Mississippi Academy of Sciences, 59th Annual Meeting Biloxi, Biloxi, MS, February, 1995.
60. "Analysis of Soil and Clay Using Atomic Absorption Spectrophotometry: A comparison of Sample Preparation by Acid Extraction and Cesium Replacement," Penny Green and Timothy Ward, Mississippi Academy of Sciences, 59th Annual Meeting, Biloxi, MS, February, 1995.

Timothy J. Ward, Ph.D. ***Associate Dean of Research and Faculty Support, Millsaps College***

Timothy J. Ward is a Professor of Chemistry, *Associate Dean of Research and Faculty Support* at Millsaps College and holds the Berry Family Endowed Chair in Science. He received his B.S. degree from the University of Florida and his Ph.D. from Texas Tech University. After receiving his Ph.D. he worked at Syntex Pharmaceuticals in their process control division before joining the faculty at Millsaps College in 1990. Dr. Ward serves as Director of The W.M. Keck Center for Instrumental and Biochemical Comparative Archaeology. In addition to his research interest in archaeology, he is a specialist in chiral separations and the development of analytical methods. Dr. Ward has been recognized for his work, receiving the Outstanding Contributions to Science Award from the Mississippi Academy of Sciences and Chemist of the Year Award from the Mississippi Section of the American Chemical Society. He was also awarded the Distinguished Professor Award from Millsaps College.

DRU SJODIN
NATIONAL SEX OFFENDER PUBLIC WEBSITE

NATIONAL SEX OFFENDER SEARCH

0 records from a national search including all states, territories and Indian Country for First Name begins with ***Timothy J,*** Last Name begins with ***Ward*** that were available at the time your search was performed.

Search performed 6/4/2020 11:51 AM EDT

SR1 College Preparatory and STEM Academy

Vemitra White

Board Member

Proof of US Citizenship submitted with Letter of Intent

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **SR1 College Preparatory and STEM Academy**
2. Full name **Dr. Vemitra White**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address
   ☒ Resume and professional bio are attached here.
   ☐ Resume and professional bio are attached elsewhere in the application (specify).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☐ Yes ☒ No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☐ Yes ☒ No
   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)
5. Why do you wish to serve on the board of the proposed charter school?
   The SR1 College Preparatory and STEM Academy's mission of providing college readiness through the infusion of STEM into academic standards will improve the educational outcomes for students.

6. What is your understanding of the appropriate role of a public charter school board member?
The role requires adherence to the school's mission when making decisions, following policies and procedures, holding school leader responsible for student growth and accountability, evaluating, supporting, hiring/firing the school leader, hearing grievances and assisting with budget development.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've served as Vice Mayor and Alderwoman on the Board for the town of Crawford, MS. I possess: strong interest in literacy and STEM education program development and implementation; expertise in finance and program development; ability to organize and set priorities to accomplish goals in a timely manner; strong grant writing/research skills; public relations skill. I also have a proven record of leading and aligning teams to a clearly articulated vision, mission, and strategic plan, which helped to advance a cohesive, positive, and productive culture in the work area.

8. Describe the specific knowledge and experience that you would bring to the board.
Specific knowledge and experience that I bring to the board is a sustained history of working with the K-12 students and teachers to explore and learn about the many facets of STEM and how it relates to real-world scenarios. Additionally, I have experience with budget preparation and monitoring, data management, evaluation board governance, and knowledge of the academic and social skills students need for college.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The SR1 College Preparatory and STEM Academy's mission and guiding belief is to ensure students are college ready through innovative academic, social skills and hands on learning activities that are aligned with the Mississippi College and Career Readiness Standards and infused with STEM.

2. What is your understanding of the school's proposed educational program?
The school will focus on the whole child; not only academics. The educational program will be aligned with the Mississippi College and Career Readiness Standards and infused with STEM learning activities to enhance student learning in all subject areas.

3. What do you believe to be the characteristics of a successful school?
The governing board, administration, school staff, parents/guardians and community members should work in unison to achieve the school goals and mission; decision making should include input from all levels with the final decision coming from the board; and consistent evaluation/assessments (students, school leader, teachers) to identify problems early and implement corrective action.

4. How will you know that the school is succeeding (or not) in its mission?
The school's success will be based on students meeting and/or exceeding the academic standards as indicated by the Mississippi Department of Education.

Governance

1. Describe the role that the board will play in the school's operation.
The board will have overall governance of the school, set policies and procedures, evaluate the school lead, and develop and monitor the budget.

2. How will you know if the school is successful at the end of the first year of operation?
The school has met the Mississippi Charter School Standards as outlined by the Mississippi Charter School Authorizer Board.

3. How will you know at the end of four years of the school is successful?

School academic and proficiency growth should be achieved and financial sustainability should be evident.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Identifying, hiring, supporting and evaluating a strong proven leader, engaging the parents/guardians of enrolled students in the decision-making process, setting accountability and ethical standards, and adhering to set policies and procedures.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As a board member, I would communicate my concerns to the member(s) and the remainder of the board while providing the member(s) the opportunity to respond to the concern.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees ☒ Yes

Working relationship to assist students pursue college enrollment

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Vemitra White, PhD.

[redacted] 5-11-20

Signature *Date*

Vemitra M. White

[redacted]

AREAS OF SPECIALIZATION

Strategic Planning and Leadership, Teacher and Student Professional Development, Grant Writing, Financial Management, Project Management, K-12 and University Collaborator, Workforce Readiness, Project Management, and STEM Engagement/Preparation.

AREAS OF CONCENTRATION

Engineering Education, Quantitative and Qualitative Data Analysis, Function and Methods of Research in Education, and Educational Research Design.

EDUCATION

Doctor of Philosophy in Instructional Systems and Workforce Development

Mississippi State University, Starkville, MS. May 2016.
Dissertation: "Factors that Influence Under-represented Minority Students in STEM Attending a Predominately White Institution: The Role of Retention"

Master of Science in Instructional Technology

Mississippi State University, Starkville, MS. April 2011.

Bachelor of Business Administration in Finance, Management, and Insurance

Mississippi State University, Starkville, MS. August 2008.

PROFESSIONAL EXPERIENCE

Education Specialist

NASA Marshall & Stennis Space Flight Centers
Office of STEM Engagement. Huntsville, AL. November 2019-Present

Assistant Professor of Practice

Texas State University. San Marcos, TX. November 2019-Present

- Established strategic partnerships with state universities and historically black colleges and universities to implement NASA's technical content into undergraduate engineering curricula. Assisted Alabama A&M's Engineering Dean with the preparation of 2 NASA grants ranging between 50k-150k. Provided a strategic plan to both Alabama A&M and Middle Tennessee State University's Engineering Deans and professors for the implementation of NASA's educational modules.
- For 7 months, developed 6 educational modules using NASA's technical content to educate teachers and students. Over 50+ formal and informal educators gained NASA certifications by completing the educational modules.
- Produce 8 technical webinars per month that aligns with various NASA science and engineering concepts. Reached over 500+ K-12 educators, students, undergraduates, graduates, faculty, and early career professionals.
- Curriculum Instructional Designer for NASA's Next Gen STEM content, NASA technologies, NASA resources and mission-focused content.
- Developed a student affairs research/assessment review process that aligns with the ABET accreditation to aid MSIs and HBCUs in gaining accreditation for their engineering programs.
- Developed a systematic and strategic plan for recruiting a more diverse workforce within NASA's Office of STEM Engagement.

- Lead specialist on the Office of STEM Engagement Southeast Regional Workflow Team, responsible for the development of the OSTEM Regional Strategic Implementation Plan, Weekly and Bi-Weekly Reporting plans.
- Serve on NASA's STEM Engagement Performance and Evaluation Community of Practice Team.

Director of K-12 Educational Outreach & Support Programs

Bagley College of Engineering.
Mississippi State University. Starkville, MS. Fall 2015-November 2019.

- Provided leadership for academic success, recruitment, retention, engagement, early intervention and student learning for the College of Engineering Student Affairs programs.
- Developed & implemented programs and activities to support K-12 STEM exploratory learning using the Next Generation Science Standards (NGSS) for both educators and learners.
- Established & maintained relationships with over a dozen companies & four universities; Grew external business partnerships by 30%; Increased K-12 operation budget by 40%; Increased K-12 Outreach Office collaboration with other universities and K-12 schools by 100%.
- Provided vision, leadership, and strategic direction for 20+ programs annually that resulted in an 85% increase of underserved minority student participants within the outreach programs.
- Developed a diversity, equity, and inclusion plan that resulted in the college obtaining ASEE Diversity Bronze Badge Recognition for 2019-2021.
- Guided and developed university faculty in the planning & execution of NGSS based STEM curricula for K-12 activities.
- Served as the Mississippi BEST Robotics and Sea Perch Underwater Robotics Hub Director; Impacted 500+ students annually.
- Delivered robotics instruction that incorporated NGSS to over 30 local private, home school, & public K-12 educators that participated in our annual Boosting, Engineering, Science, and Technology (BEST) Robotics and Sea Perch Underwater Robotics competitions.
- Provided professional development training &certification to 85+ K-12 educators through the Project Lead the Way (PLTW) Program.
- Ensured alignment of strategic and operational plans for 20+ programs annually.
- Collaborated with university academic affairs administration and 8 engineering departments to develop strategic plans and implement strategies for student success, retention, and learning initiatives.
- Performed data collection, management, & analysis on 20+ programs offered by the office; presented results of data to Dean of Engineering, Provost, business sponsors & conferences.
- Annually supervised 4 graduate students, 16 undergraduate students, & 2 full time staff members.
- Drafted, managed, & maintained operating procedures for personnel in the office.
- Developed & managed the K-12 outreach budget which totaled $2.3M for all sponsored programs.
- Written eight grant proposals for K-12/undergraduate initiatives ranging from $10k - $1M; all eight grant proposals were accepted & funded; Over 1,200 K-12 and college students impacted yearly.
- Utilized assessments & evaluation strategies to improve achievement/retention of students in STEM; Published eight documents on research findings.
- Organize, conduct, promote and attend public outreach events and prepare post event reports.
- Monitored & maintained K-12 STEM website, activities, & evaluation databases to ensure compliance with auditing procedures.

Co-Director of Bulldog Bytes and The Mississippi Alliance for Women in Computing

Bagley College of Engineering
Mississippi State University. Starkville, MS. Fall 2016-Present.

- Planned, directed, & coordinated coding academies for 5^{th}-12^{th} grade students.
- Co-developed curricula & educational activities for computer programming and cybersecurity.
- Engaged over 160 students with coding activities.
- Provided mentorship to 20+ women in computing disciplines.
- Gathered & analyzed data on student outcomes for each K-12 and undergraduate program.
- Provided teacher professional development to 40 secondary educators using Gen Cyber First Principles Concepts such as: cryptography, cyber security, digital forensics, cyber-crime, computer programing, and engineering design with hummingbird robot kits.

Affiliate Director for Project Lead The Way (PLTW)

Bagley College of Engineering.
Mississippi State University. Starkville, MS. Fall 2015-Spring 2019

- Planned, directed, and coordinated all activities associated with Mississippi Project Lead The-Way teacher training. Impacted over 120 schools in the state of Mississippi.
- Managed training programs that were focused on increasing awareness and understanding of careers in STEM to students, parents, teachers, counselors, and other school administrators.
- Facilitated and managed 5 training programs each summer. Impacted over 85 teachers yearly from MS, AL, LA, and TN.

Director, Falcon Soar Program

James Worth Bagley College of Engineering.
Mississippi State University. Starkville, MS. Fall 2015-Present.

- Taught middle school students' different hands on STEM related concepts such as computer programming, electrical wiring, mechanical build, and mechanical design.
- Secured $45k from industry partners to revive after school STEM programs for local middle school students.
- Collaborated with middle school teachers to create after school STEM engagement activities using NGSS to deliver content. Over 150+ students were impacted from the after-school STEM exploratory activities.

Graduate Research Assistant

Office of Diversity Programs & Student Development.
Mississippi State University. Starkville, MS. Spring 2012 – October 2015.

- Planned & coordinated yearly events for the Summer Bridge Program; Impacted over 300+ underrepresented students in engineering.
- Daily advised & mentored over 120+ students in various engineering programs.
- Provided professional development and training to incoming first year engineering students.
- Coordinated educational outreach activities for the National Society of Black Engineers (NSBE), the Increasing Minority Access to Graduate Education (IMAGE), & the Society of Hispanic Professional Engineers (SHPE) student organizations.
- Developed seven programs to assist students with their transition into the STEM workforce.
- Recruited high school students to engineering programs at the university.
- Prepared student scholarship and stipend forms for processing.
- Worked collaboratively with the director to develop process improvement strategies for student engagement, retention, and persistence in engineering disciplines; Student retention increased by 50%.
- Provided data analysis and reports on student retention and persistence in engineering.
- Taught Intro to Engineering to first- & second-year engineering students.

Graduate Research Assistant

Office of the Graduate School. Alliance for Graduate Education Program (AGEM). Mississippi State University. Starkville, MS. Spring 2010- Fall 2011.

- Assisted with recruiting underrepresented minority students into graduate education.
- Facilitated National Science Foundation proposal writing webinars for graduate students.
- Developed process improvement strategies for student recruitment and retention across all disciplines within the graduate school.
- Facilitated campus tours for prospective graduate students.
- Coordinated and managed administrative and logistical support for the AGEM scholars' program.
- Provided data analysis and reporting on university policies and procedures for graduate education.
- Advised students on effective academic and workforce development enhancement strategies including study skills, organizational skills, workforce employment skills, and how to increase academic performance.

TEACHING EXPERIENCE

Instructor

Bagley College of Engineering, Department of Computer Science
Mississippi State University. Starkville, MS. Spring 2019-Present.

- Taught **Computer Science and Engineering (CSE)/Gender Studies (GS) 4990/6990** The Role of Women in Engineering and Computing (Special Topics) to 30+ students.
- Developed hands on STEM activities for service learning projects in local K-12 schools, taught the importance of inclusivity in K-12 classrooms, and the need for diversity in engineering and computing career fields.

Graduate Teaching Assistant

Bagley College of Engineering Office of Diversity Programs and Student Development
Mississippi State University. Starkville, MS. Spring 2012-Fall 2015.

- Taught General Engineering (GE) 1021 Engineering Success to 60+ first- and second-year STEM majors yearly.
- Incorporated hands on activities that introduced students to mechanical, aerospace, electrical, chemical, civil, biomedical, and industrial engineering applications.

First Grade Assistant Teacher

Lowndes County School District.
New Hope Elementary School. Columbus, MS. Fall 2006-Summer 2010.

- Facilitated instruction for reading and math interventions.
- Collaborated with teacher teams to develop effective academic enhancement strategies for students in first grade.
- Integrated various interactive learning activities to reinforce material taught by the lead teacher.

TECHNICAL SKILLS, AND CERTIFICATIONS

- Six Sigma Yellow Belt Certificate (January 2018)
- Project Lead the Way (PLTW) Intro. to Engineering Design Certification. Rochester Institute of Technology (Spring 2016)
- Real Colors Certification. National Curriculum & Training Institute, Inc., (Spring 2013)
- Online Teaching & Learning Certification (COOL). (Spring 2012)
- Online Teaching Certification: Info. Communication Technology (ICT) III Certified. (Spring 2012)
- Experience building courses in blackboard, my courses, and canvas
- Experience hosting meetings/webinars via WebEx, Skype, and Zoom
- Possess database management, project management, and Statistical Package for the Social Science (SPSS) skills
- Working knowledge in Illustrator, InDesign, Dreamweaver, Camtasia, and Hyper Text Markup Language (HTML)
- Fluent in Microsoft Office Suite including Word, Excel, PowerPoint, and Access

AWARDS, ACTIVITIES, AND LEADERSHIP

- **Award.** 2019 Zacharias Distinguished Staff Award. Mississippi State University. Spring 2019.
- **Award.** 2019 Bagley College of Engineering Service Award. Mississippi State University, Spring 2019.
- **Reviewer:** American Society for Engineering Education (ASEE)-The Collaborative Network for Engineering and Computing Diversity Conference. Fall 2018.
- **Member.** Association for Computing Machinery. Fall 2018-Present.
- **Executive Committee Member.** Pre-College Engineering Education (PCEE). Spring 2019-Present.
- **Award.** 2018 Candace Award in Science and Technology. National Coalition 100 Black Women. Columbus, MS. Spring 2018.
- **Vice Mayor.** Town of Crawford. Crawford, MS. Summer 2016-Spring 2019.
- **Alderwoman.** Town of Crawford. Crawford, MS. Summer 2010-Spring 2019.

- **Award.** 2015 President's Commission on the Status of Women Award Recipient. Outstanding Graduate Woman. Mississippi State University. Starkville, MS. Spring 2015.
- **Member.** American Society of Engineering Education- Spring 2015-Present.
- **Member.** Kappa Delta Pi Honor Society. Fall 2015-Present.
- **Member.** Southern Association for College Student Affairs (SACSA). Summer 2015-Present.
- **Certificate.** Preparing Future Faculty. Mississippi State University, Starkville, MS. Spring 2014.
- **Member.** Phi Theta Kappa. Spring 2003-Present.

CURRENT, PENDING, AND PAST SUPPORT

Current Funding

- BEST Buy Foundation, BEST Robotics Workforce Technology Readiness Grant, 9/1/19-12/31/20, **PI, $15,000.**
- C-Spire Foundation, Mississippi BEST Robotics Grant, 9/1/19-12/31/20, **PI, $12,000.**
- National Security Agency (NSA), Mississippi State GenCyber Teacher Workshop-Beginner, 6/1/19 -6/30/19, **Co-PI, $100,000.**
- United States Department of Education, Project Falcon SOAR, 10/1/18-9/30/2020, **PI, $54,000.**
- BEST Buy Foundation, BEST Robotics Workforce Technology Readiness Grant, 1/1/18-12/31/18, **PI, 4,000.**
- National Science Foundation (NSF), Building Bridges: Broadening the STEM Conversation in Rural Mississippi, 7/1/18-9/30/19, **Co-PI, $74,320.**
- Federal Highway Administration (FHA) (DOT), Mississippi State University's 2018 Mississippi Summer Transportation Institute (MSTI), 5/25/18-10-1-18, **Co-PI, $55,000.**
- NSF INCLUDES: Mississippi Alliance for Women in Computing (MAWC), 11/1/16-5/31/20, **Co-PI, $299,516.**
- NSF INCLUDES: Mississippi Alliance for Women in Computing (MAWC), 8/15/19-5/30/18, **Co-PI, $17,063.**
- NSF INCLUDES Collaborative: Creating a Diverse STEM Pathway with Community Water Research, 1/1/17-12/31/18, **Co-PI, $299,451.**
- Naval Research Laboratory (NRL) (DOD), Pre-Engineering Program Science, Technology, & Mathematics for K-12 Students Through Mississippi State University Bagley College of Engineering K-12 Outreach, 6/22/15-6/21/20, **PI, $199,737.**

Past Funding

- Federal Highway Administration (FHA) (DOT), Mississippi State University's 2017 Mississippi Summer Transportation Institute (MSTI), 5/25/17-10-1-17, **Co-PI, $63,000.**
- Toyota USA Foundation- STEM/Workforce Readiness Learning through Mississippi BEST Robotics, 7/1/16-12/31/19, **PI, $175,000.**
- Federal Highway Administration (FHA) (DOT), Mississippi State University's 2017 Mississippi Summer Transportation Institute (MSTI), 5/25/16-10-1-16, **Co-PI, $63,000.**
- Mississippi Department of Education (MDE), Project Falcon SOAR, 10/1/15-5/30/2016, **PI, $150,000.**
- Appalachian Regional Commission (ARC), Mississippi Appalachian Community Learning Project (ACLP), 3/6/12-8/24/12, **PI, $3,000.**

- Appalachian Regional Commission (ARC), Mississippi Appalachian Community Learning Project (ACLP), 3/6/14-8/15/14, **PI, $3,000.**

QUALITATIVE AND QUANTITATIVE EVALUATIONS

Vemitra White, Jamel Alexander, and Debra Prince, (2020). The Impact of Residential Engineering Summer Academies on Middle and High School Students. ASEE Annual Conference & Exposition, Virtual.

V. White & J. Alexander (2020). Program Evaluation: 2019 Ameri Corp Sites Summative Evaluation Report. *(Work in Progress).*

V. White & J. Alexander (2019). Program Evaluation: Community Outreach Opportunities for Learning (C.O.O.L.™) Education 21st Century Community Learning Center 2019 Summative Evaluation Report.

V. White & J. Alexander (2019). 2019 Program Evaluation: Mixed Method Data Analysis. STREAM Academic Enrichment Summer Sessions.

Vemitra White (2019). 2018 MS BEST Analysis of Data. K-12 Outreach Department. Mississippi State University, James Worth Bagley College of Engineering, *Issue (3).*

V. White & J. Alexander (2018). 2017 MS BEST Analysis of Data. K-12 Outreach Department. Mississippi State University, James Worth Bagley College of Engineering, *Issue (2).*

V. White & J. Alexander (2017). 2016 MS BEST Robotics Data Sheet. K-12 Outreach Department. Mississippi State University, James Worth Bagley College of Engineering, *Issue (1).*

V. White, J. Alexander, D. Prince, & A. Verdell (2018). The Impact of Student Engagement, Institutional Environment, College Preparation, and Financial Support on the Persistence of Underrepresented Minority Students in Engineering at a Predominately White Institution: A Perspective from Students. *Journal of Higher Education Theory & Practice., Volume 18 (2).*

V. White, J. Alexander, and D. Prince (2017). Mississippi BEST Robotics: An analysis of impact and outcomes on student performance and perceptions towards earning STEM degrees. ASEE Annual Conference, 2017.

V. White, J. Alexander, & D. Prince (2016). Impact of ACT composite and ACT subscale scores on underrepresented minority student's persistence in STEM, *Journal of MS Academy of Sciences.*

PUBLICATIONS

Vemitra White, Jamel Alexander, and Debra Prince, (2020). The Impact of Residential Engineering Summer Academies on Middle and High School Students. ASEE Annual Conference & Exposition, Virtual.

Leslie M. Burger, Katherine I. Echols, Sarah B. Lee, Vemitra White, & Teresa Gammill, (2020). Engaging Rural Students in Informal STEM Learning, Mississippi Academy of Sciences, 84th Annual Meeting, January 2020, Biloxi MS.

V. White & S. Lee (2019). The Mississippi Alliance for Women in Computing NSF INCLUDES (1649312). NSF INCLUDES National Network Convening. Poster Presentation. Arlington VA.

V. White, S. Lee, L. Lineberry, D. Grimes, J. Ivy, (2018). Illuminating the Computing Pathway for Girls in Mississippi. ASEE Annual Conference & Exposition, Salt Lake City, UT.

V. White, J. Alexander, D. Prince, & A. Verdell (2018). The Impact of Student Engagement, Institutional Environment, College Preparation, and Financial Support on the Persistence of

Underrepresented Minority Students in Engineering at a Predominately White Institution: A Perspective from Students. *Journal of Higher Education Theory & Pract., Volume 18 (2).*

V. White, J. Alexander, and D. Prince (2017). Mississippi BEST Robotics: An analysis of impact and outcomes on student performance and perceptions towards earning STEM degrees. ASEE Annual Conference, 2017.

V. White, J. Alexander, D. Prince, & A. Verdell (2017). The Impact of Student Engagement, Institutional Environment, College Preparation, and Financial Support on the Persistence of Underrepresented Minority Students in Engineering at a Predominately White Institution: A Perspective from Students, 15th Annual Hawaii International Conference on Education, Conference Presentation.

V. White, J. Alexander, & D. Prince (2016). Impact of ACT composite and ACT subscale scores on underrepresented minority student's persistence in STEM, *Journal of MS Academy of Sciences.*

A.Verdell, J. Keith, J. Warnock, and V.White (2016). Best Practices for Underrepresented Minority Students in an Engineering Summer Bridge Program, ASEE Annual Conference.

Vemitra White (2012). Knowledge Management and E-Learning. *Journal of Quarterly Review of Distance Education: An Official Journal of the Association for Educational Communications and Technology, 13(3),* 193-196.

PRESENTATIONS AND ACADEMIC PROFESSIONAL DEVELOPMENT

Guest Speaker. Mississippi STEM Consortium Summit: Informal STEM Learning Workshop. Starkville, MS. Summer 2019.

Panelist: BEST Robotics Teacher and Mentor Workshop. Dallas, TX. Summer 2019.

Guest Speaker. Society of American Military Engineers- Engineering Camp Workshop. Jackson, MS. Summer 2017 & Summer 2018.

Guest Speaker. Diversity in PLTW Programs. Alabama/Mississippi PLTW State Conference. Auburn, AL. Spring 2018.

Panelist: National Pan-Hellenic Council Graduate Symposium. Starkville, MS. Spring 2018.

Presentation: Why inclusion programs are beneficial to students with disabilities and how universities can help: perspectives of students with disabilities. *1st Annual Conference of CoNECD-Collaborative Network for Engineering and Computing Diversity,* Crystal City, VA. Spring 2018.

Panelist: American Association of University Women. Starkville, MS. Spring 2017.

Guest Speaker. The Rensselaerville Institute. Emory, VA. Summer 2015.

Guest Speaker. West Lowndes High School Commencement Program. Columbus, MS. Spring 2015.

Panelist: NSF-funded workshop on Research-Practice Partnership (RPPs), sponsored by Research and Practice Collaboratory, Center for the Advancement of Informal STEM Education, and the National Association for Broader Impacts, 10/24-10/27/2018.

Panelist: NSF-funded workshop on Research-Practice Partnership (RPPs), sponsored by Research and Practice Collaboratory, Center for the Advancement of Informal STEM Education, and the National Association for Broader Impacts, 4/23-4/24/2018.

Panelist: University of Chicago National Opinion Research Center NSF INCLUDES Workshop on Envisioning Impact, 1/17-1/18/2017.

Panelist: University of California San Diego NSF INCLUDES Workshop on Collective Impact as a Pathway to Reinvigorate Broadening Participation in STEM, 1/20-1/22/2017.

Dr. Vemitra White, a native of Crawford, Mississippi, is currently a NASA Education Specialist. She received her PhD in Instructional Systems and Workforce Development in May 2016. She received her undergraduate degree in Business Administration from Mississippi State University with concentrations in Finance, Insurance, and Management. Vemitra also received her Masters of Science degree in Instructional Technology from Mississippi State University as well. Dr. White has been involved with recruiting under-represented minorities (URMs) students in the Science, Technology, Engineering, and Mathematics (STEM) areas at Mississippi State University since 2010.

Dr. White serves as vice mayor and as alderwoman in her hometown. She is a proud member of Columbus Lowndes County Alumni Chapter of Delta Sigma Theta Sorority, Inc., the recent award recipient of the 2018 Candace Award in Science and Technology presented by the National Coalition of 100 Black Women, member of Kappa Delta Pi Honor Society, member of Phi Theta Kappa, member of the Women's Basketball Collegiate Association (WBCA), and Mississippi Educators Association. Dr. White is also a former collegiate basketball player where she played two years at Bevil State Community College in Fayette, AL and her last two years at the University of West Georgia in Carrollton, GA. She was a four year Academic All American and she has recently been selected by her peers to serve as the P12 Representative for the American Society of Engineering Education-Pre Collegiate Engineering Education Division (FY2019/2020)

DRU SJODIN
NATIONAL SEX OFFENDER PUBLIC WEBSITE

NATIONAL SEX OFFENDER SEARCH

0 records from a national search including all states, territories and Indian Country for First Name begins with ***Vemitra,*** Last Name begins with ***White*** that were available at the time your search was performed.

Search performed 6/5/2020 9:27 AM EDT

SR1 College Preparatory and STEM Academy (CPSA)

Attachment 14:

Staffing Chart

Elementary School Staffing Model and Rollout

Title	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026	Full Enrollment 2026
Principal (Instructional Academic Leader	1	1	1	1	1	1
Assistant Principal	0	0	0	1	1	1
Office Administrator	1	1	1	1	1	1
Core Subject Teachers - K	3	3	3	3	3	3
Core Subject Teachers - 1	3	3	3	3	3	3
Core Subject Teachers - 2	0	3	3	3	3	3
Core Subject Teachers - 3	0	0	3	3	3	3
Core Subject Teachers - 4	0	0	0	3	3	3
Core Subject Teachers - 5	0	0	0	0	3	3
Executive Director (Business Leader)	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Finance Manager	1	1	1	1	1	1
Special Education Coordinator/Teacher	1	1	1	1	1	1
Special Education Teacher	0	0	1	1	1	1
Specialty Teacher - Gifted	0	1	1	1	1	1
Counselor	1	1	1	1	1	1
Nurse	.5	.5	.5	.5	.5	.5
Teacher Assistants	6	9	9	9	9	9
Custodian	1	1	1	2	2	2
Academic Specialist	1	1	1	1	1	1
Librarian/Interventionist	1	1	1	1	1	1
Music Teacher	.5	.5	1	1	1	1
STEM Instructor	1	1	1	1	1	1
ELL Teacher	1	1	1	1	1	1
Physical Education Teacher	.5	.5	1	1	1	1
Information Technology Specialist	.5	.5	1	1	1	1
Total FTEs	**26**	**33**	**38.5**	**43.5**	**46.5**	**46.5**

SR1 College Preparatory and STEM Academy (CPSA)

Attachment 15:

Personnel Policies

The SR1 College Preparatory and STEM Academy's personnel policies will be developed and finalized upon charter approval.

SR1 College Preparatory and STEM Academy (CPSA)

Attachment 16:

Supplemental Teacher Evaluation Tools

The SR1 College Preparatory and STEM Academy does not intend to utilize supplemental teacher evaluation tools. We intend to use MDE's Professional Growth System for Educators.

SR1 College Preparatory and STEM Academy (CPSA)

Attachment 17:

Supplemental Leadership Evaluation Tools

The SR1 College Preparatory and STEM Academy does not intend to utilize supplemental leadership evaluation tools. SR1 CPSA will use the Mississippi Department of Education's (MDE) Mississippi Administrator Growth System.

SR1 College Preparatory and STEM Academy (CPSA)

Attachment 18:

Facility Commitment and Description

The SR1 College Preparatory and STEM Academy does not currently hold a facility or have an MOU to secure a specific facility.

Attached is additional information on the SR1CPSA school design process of the "Adaptive Learning Environment" which is for multiple layers of learners.

> "Incredible. Amazing. Beautiful. In a word, GREAT! We love the design direction, the inspirational features of the site, the openness and creativity of the building and spaces. **Thank you for helping create a unique, foundational school that will show the world what 21st century learning can be.**"
>
> Bruce Rockstroh Super ntendent
> John Wood Charter D str ct and Insp re Academ es
> San Anton o Texas USA

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Who we are

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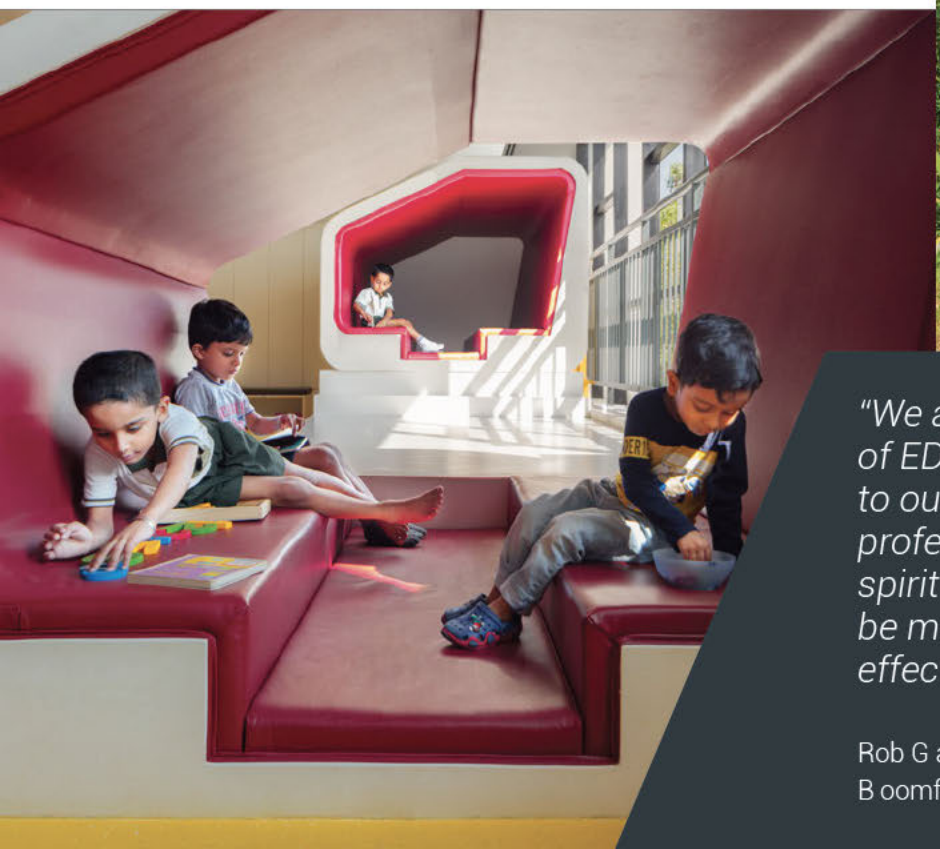

"We are extremely pleased with the work of EDI and the expertise they brought to our project. Their patience, talent, professionalism, creativity, team- work and spirit were just what we needed. I couldn't be more thrilled with their beautiful, cost-effective design for our new High School."

Rob G ass Super ntendent
B oomfie d H s Schoo s M ch gan USA

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07 *branch offices*

Tampa Minneapolis Dubai Bangalore Beijing Tel Aviv Singapore Melbourne

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M d-Pac fic nst tute, Hawa
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Norma Rose Po nt Schoo , Vancouver, Canada
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Founding President & CEO

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RONI ZIMMER DOCTORI
PRINCIPAL ARCHITECT

Ron s a v s onary arch tect who br ngs her 17 years of var ed exper ence to so ve comp ex des gn cha enges w th cutt ng-edge, creat ve so ut ons She s a co-author of the book, earn ng by Des gn

LOUIS SIROTA, AIA
DIRECTOR OF DESIGN

ou s uses susta nab e, dynam c, var ab y s zed, and nteract ve spaces as a core pr nc p es to des gn schoo s of the future for c ents a over the wor d

BIPIN BHADRAN
REGIONAL DIRECTOR

B p n runs ED s argest reg ona stud o and has overseen the des gn and construct on of numerous successfu , nnovat ve projects across the g obe

*"The first word that comes to mind when I think of EDI is **vision**. It's a vision that renders traditional ideas of teaching and learning and the spaces in which they happen as outdated. It's a vision that empowers students to take charge of their learning in spaces that are exciting, energizing and fun."*

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Pres dent Academy of the Ho y Names

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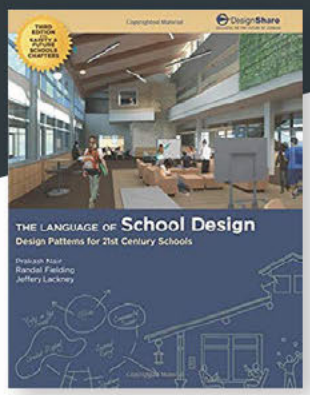
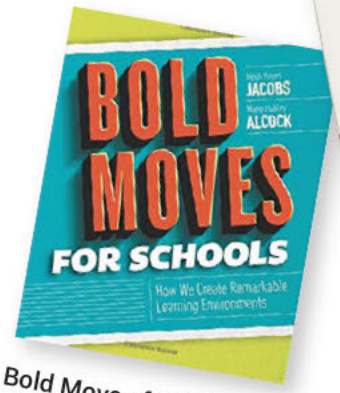
Interviews and Publications

EDI Pr nc pa s have been nterv ewed by pr nt rad o te ev s on and web med a and the r work has been pub shed by profess ona journa s and organ zat ons n the U S and abroad nc ud ng ***Education Week, School Business Administrator, School Planning and Management, Edutopia, School Construction News*** and the ***New England Journal for Higher Education.***

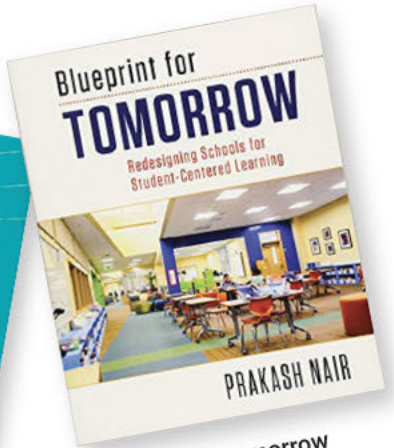
Learning by Design
Prakash Nair, Roni Zimmer Doctori and Dr. Richard F. Elmore



The Language of School Design
Prakash Nair, Randall Fielding, Jeffrey Lackney



Bold Moves for Schools
Heidi Hayes Jacobs, Mary Hubley Alcock



Blueprint for Tomorrow
Prakash Nair
Harvard University Press

Attachment 19 - Start-up Plan

First Day of School. On August 3, 2022, SR1 College Preparatory and STEM Academy will open with 75 Kindergarten and 75 first grade students.

Key	
Roles ED=Executive Director PR=Principal DO=Director of Operations BD=Board of Directors	Ownership Level P=Primary S=Secondary

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Governance																
Move from Founding to Governing Board	P			P												
Ratify By-Laws, COI, and Code of Ethics				P												
Define Roles of Board Members																
Define relationship of Board, Executive Director and Principal	S			P												

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Define communication methods	S			P												
Define decision making process	S			P												
Draft policies	S			P												
Arrange board and school insurance	S			P												
Develop board calendar	S			P												
Board Structure																
Create job description for full board and adopt	S			P												
Create job description for each officer, adopt and elect	S			P												
Create job description for each committee chair and each committee. Adopt as policy.	S			P												
Complete board member background checks	S			P												

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Finalize and approve Board member handbook	S			P												
Board Meetings																
Set day and time for board meetings. Follow postings for Open Meeting Law	S			P												
Develop agenda format	S			P												
Develop consistent format for board meeting	S			P												
Develop checklist for Board meeting evaluation	S			P												
Approved formal meeting minutes	S			P												
Create mechanism to track attendance at board meetings	S			P												
Develop board calendar	S			P												
Finalize mechanism for keeping hard	S			P												

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
copies of board documents																
Finalize comprehensive list of all policies needed	S			P												
School Leader																
Create job description for Principal	P															
Create job description for Executive Director				P												
Create a clear process for evaluating Principal	P															
Create a clear process for evaluating Executive Director				P												
Set salary range based on industry standards	S			P												
Hire Principal	P															
Hire Executive Director				P												
Board Development																

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Create a Board development plan																
Host Board retreat																
Fundraising/Fund Development																
Identify and petition potential funders	P			P												
Identify and write grant/funding grants	S		P													
Design fundraising strategy	P		P													
Apply for start-up funds			P													
Student Recruitment and Admissions																
Draft recruitment plan	P	P														
Design marketing materials (fliers/door signs/etc.)		P														
Design and launch website	P	P	P													
Post fliers and leaflets in community	P	P	S	S												

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Post flier on website	P															
Identify community organizations to help w/ awareness	P	P	S	S												
Work with community organizations to generate awareness	P	P	S													
Broaden recruitment efforts (advertisements, etc.)	P	P	P													
Establish and maintain all social media accounts	P	P		S												
Develop communications calendar	S	S	P													
Enrollment Form																
Design student enrollment form	P	P	P	S												
Make enrollment form available	P	P														

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Post enrollment form on website and link to forms			P													
Information Sessions and Canvassing																
Mobilize volunteers for canvassing	P	P		S												
Hold monthly Canvassing events	P	P														
Secure locations for information sessions	P															
Secure translator for specific info sessions	S		P													
Host information sessions	P	P	P													
Publicity Campaign																
Write press release	P	P														
Secure translation of press release	P	P														
Distribute press releases	P		P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Admissions Lottery and Enrollment																
Distribute and collect intent to enroll forms	S	P	P													
Distribute and collect enrollment forms	S	P	P													
Secure translator for lottery	P		P													
Secure lottery announcer	S		P													
Secure lottery location	S		P													
Establish lottery protocol	P	P	P													
Highlight lottery date on website	P		P													
Post lottery date in local papers	S		P													
Practice lottery protocol	P	P	P													
Conduct admissions lottery	P	P	P													
Notify families of status	S	P	P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Establish wait list and re-lottery process	S	S	P													
Post notification of lottery			P													
Confirm/accept applications		P	P													
Request student records		P														
Receive student records		P														
Facilities																
Tour facilities in target community	P	P	P													
Ongoing facility tours	P	S	P													
Form Facility Task Force on Board				P												
Architect selection process	P		S	P												
Site schematic design and scope of work	P		P													
Preliminary cost estimates	P		P													
General contractor preliminary interviews	P		P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Select top two sites	S			P												
Letters of Intent of top two options	S			P												
General Contractor RFP and selection	P		S	P												
Negotiate lease/purchase terms on top site	P		S													
Begin loan conversations with lenders	P		S													
Construction documents submitted for permitting	P		P													
Project goes out for bid	P		P													
Execute lease	P		P													
Close loan with project lender (if necessary)	P															
Project construction on tenant and site improve.	P			P												

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Furniture, Fixtures and FE selection and procurement	P															
Obtain Certificate of Occupancy	P		P													
Obtain property insurance	P	S														
Staff and furniture move-in	S	S	P													
Procurement																
Purchase supplies and materials for program	P	P	P													
Secure janitorial services			P													
Family Outreach																
Write family letter for Family Orientation		P														
Mail family letter for Family Orientation			P													
Call/visit all families for Family Orientation		P	S													
Prepare pre-opening Family Orientation	P	P	P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
protocol and materials																
Hold pre-opening Family Orientation	P	P	P													
Curriculum, Teaching and Learning Curriculum Development																
Determine instructional vision for the school		P														
Site visits and analysis of "best practice" charter schools		P														
Attend national and local educational conferences		P														
Create plan to ensure instructional program aligns		P														
Identify preliminary models for core subjects		P														

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Finalize all instructional staff job descriptions		P														
Create and finalize curriculum plans and timelines		P														
Create benchmarks aligned with state standards		P														
Create scope and sequence for each subject, including STEM infusion		P														
Purchase standardized testing materials, textbooks, materials		P	S													
Assessment																
Define assessment strategy and timeline		P														
Create diagnostic assessment and tools for data		P														
Conduct diagnostic testing for all students		P														

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Enter data from baseline tests		P														
Create assessments – math and reading		P														
Create assessments – science, social		P														
Instructional Program																
Finalize student handbook		P														
Approve student handbook		S		P												
Finalize school calendar		P														
Approve school calendar		S		P												
Develop class configuration		P														
Finalize student handbook		P														
Special Education																
Identify and secure specific texts and materials		P														
Acquire students records – IEP		P														

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Develop IEPs – if needed (update and review)		P														
Define service requirements for all SPED students		P														
School Culture and Climate																
Determine school wide behavioral expectations		P														
Determine expectations for whole school routines		P														
Finalize daily schedule		P														
Finalize discipline policy		P														
Create staff cultural binders defining all routines		P														
Create student culture orientation		P														
Develop community meeting material		P														

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Financial Management																
Codify the fiscal controls and financial policies	P		P													
Identify check signers	P															
Identify check writers	P															
Define signature policies	P		P													
Develop financial reporting templates (budget vs. actual) and policy	P		P													
Design process forms (purchase orders, expense forms) & policy			P													
Develop segregation of funds policy (public/private)	S		P													
Establish payroll			P													
Develop schedule of Board financial reviews	P															

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Approve fiscal policy manual	P		P													
Develop chart of accounts to track income, expenses, assets, liabilities, cash flow			P													
Finalize cash flow plan	P		S													
Personnel																
Develop organizational chart and job descriptions	P	P	P													
Develop staff handbook	P	P	_P													
Put together a literature packet on the school with information on: 1. Teaching calender;2. Professional development opportunities; 3 School mission and culture	S	P														

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Design the interview process (look at models)	P	P	S													
Finalize compensation and benefits packages.	S		P													
Design a filling/documentation process			P													
Identify potential recruitment opportunities	P	P	P													
Advertise/spread job descriptions through local and online channels	S		P													
Recruit and hire Finance Operations Manger			P													
Recruit and hire Office Manger			P													
Recruit and hire faculty and staff	P	P	P													
Perform background checks on employees			P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Define policies and procedures for evaluation of Staff	P	P	P													
Negotiate and sign agreements for contracted services	P		P													
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding(contract) about work agreement			P													
Salary/benefits information sheet. Approve staff handbook	S	S	P													
Have new staff fill out employee information forms (i.e. emergency contact)			P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Fill out forms to enroll teachers in 401K plan			P													
Plan and hold staff orientation	P	P	P													
Food Services																
Issue RFP			P													
Define requirement (# of students-any religious/individual requirements)		S	P													
Identify FRL-contact MDE			P													
Determine food service logistics/arrangement		P	P													
Select vendor and draft contract	P		P													
Develop food service policies		S	P													
Sign contract	P															
Apply for grants for fresh produce program			P													
Health and Safety																

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Complete all state reporting requirements																
Identify doctor/nurse resources			P													
Identify first aid resources		P	P													
Develop a system of record keeping	P	P	P													
Develop policy for non-compliance by parents		P														
Acquire medical forms- from parents (include in application)		P	P													
Check for completeness		P	P													
Staff first aid training			P													
Create and distribute health and safety handbook		P	P													
Purchase first aid resources			P													
Contact police and fire departments			P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Undergo fire inspection			P													
Undergo building inspection	P		P													
Contact Board of Health			P													
Develop fire drill policy, schedule, route		P	P													
Community Partnerships																
Identify and meet with community partnership	P	P	P													
Hold open house																
Parent/Student Handbook																
Contract for translation (Spanish)			P													
Secure a printer			P													
Submit edited copy to printer			P													
Distribute final copies to parent		P														
Communication																
Design school logo	P	P	P													
Create branding guidelines	P		P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
identify a graphic designer			P													
Set up school mailing status with Post Office			P													
Develop filing system to store student academic records		P	P													
Define how information will flow within the school		P	S													
Define procedure for visitors entering the building		P	P													
Develop form necessary to track and monitor visitors		P	P													
Define how staff will communicate (email, walkie, etc.)		P	S													
Set up phone systems and answering	P		P													
Purchasing																

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Create a comprehensive list of all items that need purchasing	S	S	P													
Purchase classroom equipment and furniture	S	S	P													
Purchase office equipment and furniture	S	S	P													
Purchase restroom supplies			P													
Purchase cleaning products			P													
Purchase classroom library materials		S	P													
Purchase activity time materials																
Purchase PE equipment			P													
Purchase classroom technology			P													
Purchase office supplies			P													

Task/Planning/ Timeline	ED	PR	DO	BD	9/21	10/21	11/21	12/21	1/22	2/22	03/22	4/22	5/22	6/22	7/22	8/22
Purchase PA/communicatio n system																
Contact Personnel																
Hire janitorial services			P													
Line up electrician, plumber, & handyman																
Technology																
Select internet provider	P		P													
Set up intranet connections	P		P													
Select server storage provider	P	S	S													
Cyber security protection	P															
Select staff computers	P		P													
Uniforms																
Contract student uniforms			P													
Notify enrolled families of uniform availability		P														
Set uniform policy		P														
Establish uniform donations																

New Application Budget and Cash Flow Template Instructions

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SEVEN tabs in GREEN.
- Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All 'Notes' and 'Descriptions of Assumptions' columns are editable. Adding as much detail as possible in these columns is encouraged.

School Info Tab

- Enter in the Lead Applicant's name, email and phone number.
- In the row 'Year One' select the fiscal year the school will be in it's first operational year.
- In the row School Days' enter in the number of days the proposed school will be open for instruction.

Enrollment Tab

- Enrollment Section; Enter in cells D8 - M20 the anticipated enrollment for the proposed school by grade by year. The first five years are mandatory as those enrollment assumptions will directly impact the five year budget/operational plan.
- Student Population Section; Enter in cells D29 - M60 (gray only) the anticipated percentage of students for each population designation. These percentages entered will automatically generate the number of students anticipated for that designation based on the total enrollment entered.
- Under the Student Population section, certain designations, i.e. Average Daily Membership, contain comments in the cells where the line name exists. These comments are provided for additional guidance.

Personnel Tab

- Column C; Enter in the position title.
- Column D; Select from the drop down a category for which that position falls into. Categories contained in the dropdown align with the '5 YR Budget', Start-Up Budget' and 'Cash Flow' tabs.
  ***PLEASE NOTE** - Before selecting a category be sure to select the '5 YR Budget' tab to see where each category falls under in terms of the Personnel section.*
- Column E; Enter in the starting salary for that given position.
- Column F - J; Enter in the full-time equivalent (FTE) for that particular position for the given year.
- Cells N8 - R8; Enter in the anticipated percentage of salary increases for that given year. The table below row 3 will automatically calculate given the percentage entered, FTE and starting salary indicated.

Assumptions Tab

- Column C; All line descriptions are locked and are to remain locked except those shaded gray and named 'Custom'. Those lines can be edited by the applicant.
- Column E; Select either option 1, 2 or 3.
  Option 1; Will generate a total based on a per pupil basis. For example, if an estimation of $100 per student is desired, select option 1 in column E for that particular line and in column F (shaded green) enter in $100. If enrollment is 100 students then the total for that line will be $10,000 in Year 1.
  Option 2; Will generate a total based on a per staff basis. For example, if an estimation of $1,000 per staff FTE is desired, select option 2 in column E for that particular line and in column F (shaded blue) enter in $1,000. If the school's FTE count is 20 then the total for that line will be $20,000 in Year 1.
  Option 3; Will generate a total based on the school. For example, if the desired amount for that line is $25,000 for the year, select option 2 in column E for that particular line and in column F (shaded orange) enter in $25,000.
- Columns H-L; enter in the percentage increase OR decrease that is anticipated for that particular line from year to year.
  *** PLEASE NOTE** - In the 'Payroll Taxes and Benefits' section; percentages entered will be that of total payroll for that particular year and NOT percentage of increase from year to year.*

5 YR Budget Tab

- Nothing needs to be entered into this tab other than assumptions in the 'Descriptions of Assumptions' column, column J. ALL revenues and expenses are automatically calculated based on the 'Enrollment', 'Personnel' and 'Assumptions' tabs.

Start-Up Budget Tab

- Column D; Enter the revenues and expense the proposed school expects to receive and incur during the start-up period. The start-up period is the time prior to the school's opening year. Charter schools do not receive state or local revenue until Year 1 of operation begins.

Cash Flow Tab

- Columns N - Y; Enter the revenues and expenses the proposed school anticipates receiving and incurring during **YEAR 1** in the corresponding months. The amounts received and incurred, as a whole, should tie out to the figures calculated in the '5 YR Budget' tab, column D. As a checks and balances, column AA will compare the '5 YR Budget' tab, Year 1, versus the total column, column Z, of the Cash Flow tab to ensure accuracy.

SR1 College Preparatory and STEM Academy

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	SR1 (Scientific Research)
Contact Email:	[redacted]
Contact Phone:	
Year One:	2020-21
School Days:	185

SR1 College Preparatory and STEM Academy

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Kindergarten	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
1st Grade	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
2nd Grade	-	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
3rd Grade	-	-	75.00	75.00	75.00	75.00	75.00	75.00	75.00
4th Grade	-	-	-	75.00	75.00	75.00	75.00	75.00	75.00
5th Grade	-	-	-	-	75.00	75.00	75.00	75.00	75.00
6th Grade	-	-	-	-	-	-	-	-	-
7th Grade	-	-	-	-	-	-	-	-	-
8th Grade	-	-	-	-	-	-	-	-	-
9th Grade	-	-	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	**150.00**	**225.00**	**300.00**	**375.00**	**450.00**	**450.00**	**450.00**	**450.00**	**450.00**
Total Middle School Enrollment	-	-	-	-	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-	-	-	-	-
Total Enrollment	**150.00**	**225.00**	**300.00**	**375.00**	**450.00**	**450.00**	**450.00**	**450.00**	**450.00**
Change in Net Enrollment from Prior Year	**150.00**	**75.00**	**75.00**	**75.00**	**75.00**	-	-	-	-

STUDENT POPULATION

Average Daily Membership %	95%	95%	95%	95%	95%	95%	95%	95%	95%
Average Daily Membership (ADM)	**142.50**	**213.75**	**285.00**	**356.25**	**427.50**	**427.50**	**427.50**	**427.50**	**427.50**
Average Daily Attendance %	90%	90%	90%	90%	90%	90%	90%	90%	90%
Average Daily Attendance (ADA)	**135.00**	**202.50**	**270.00**	**337.50**	**405.00**	**405.00**	**405.00**	**405.00**	**405.00**
Special Education Students %	9%	9%	9%	9%	9%	9%	9%	9%	9%
Special Education Student Count (SPED)	**13.50**	**20.25**	**27.00**	**33.75**	**40.50**	**40.50**	**40.50**	**40.50**	**40.50**
English Language Learner %	11%	11%	11%	11%	11%	11%	11%	11%	11%
English Language Learner Count (ELL)	**16.50**	**24.75**	**33.00**	**41.25**	**49.50**	**49.50**	**49.50**	**49.50**	**49.50**
% Student Qualifying for Free Lunch	90%	90%	90%	90%	90%	90%	90%	90%	90%
Student Count Qualifying for Free Lunch	**135.00**	**202.50**	**270.00**	**337.50**	**405.00**	**405.00**	**405.00**	**405.00**	**405.00**
% Student Qualifying for Reduced Lunch	5%	5%	5%	5%	5%	5%	5%	5%	5%
Student Count Qualifying for Reduced Lunch	7 50	11 25	15 00	18.75	22 50	22 50	22 50	22 50	22 50
Free and Reduced Lunch Student %	95%	95%	95%	95%	95%	95%	95%	95%	95%
Student Count Qualifying for Free or Reduced Lunch	**142.50**	**213.75**	**285.00**	**356.25**	**427.50**	**427.50**	**427.50**	**427.50**	**427.50**
Alternative Education	0%	0%	0%	0%	0%	0%	0%	0%	0%
Alternative Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Gifted Education	0%	5%	7%	8%	9%	9%	9%	9%	9%
Gifted Education Count	**0.00**	**11.25**	**21.00**	**30.00**	**40.50**	**40.50**	**40.50**	**40.50**	**40.50**
Career and Technical Education	0%	0%	0%	0%	0%	0%	0%	0%	0%
Career and Technical Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Student Transportation	90%	90%	90%	90%	90%	90%	90%	90%	90%
Student Transportation Count	**135.00**	**202.50**	**270.00**	**337.50**	**405.00**	**405.00**	**405.00**	**405.00**	**405.00**

[redacted]

[redacted]

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95%
427.50

90%
405.00

9%
40.50

11%
49.50

90%
405.00

5%
22.50

95%
427.50

0%
0.00

9%
40.50

0%
0.00

90%
405.00

SR1 College Preparatory ar

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE				
			Year 1	Year 2	Year 3	Year 4	Year 5
			2020-21	2021-22	2022-23	2023-24	2024-25
Principal (Instructional Academic Leader)	Deans, Directors & Coordinators	$ 77,000	1.0	1.0	1.0	1.0	1.0
Assistant Principal	Deans, Directors & Coordinators	$ 62,000	0.0	0.0	0.0	1.0	1.0
Office Administrator	Administrative Staff	$ 30,000	1.0	1.0	1.0	1.0	1.0
Core Subject Teachers - K	Teachers - Regular	$ 43,750	3.0	3.0	3.0	3.0	3.0
Core Subject Teachers - 1	Teachers - Regular	$ 43,750	3.0	3.0	3.0	3.0	3.0
Core Subject Teachers - 2	Teachers - Regular	$ 43,750	0.0	3.0	3.0	3.0	3.0
Core Subject Teachers - 3	Teachers - Regular	$ 43,750	0.0	0.0	3.0	3.0	3.0
Core Subject Teachers - 4	Teachers - Regular	$ 43,750	0.0	0.0	0.0	3.0	3.0 #
Core Subject Teachers - 5	Teachers - Regular	$ 43,750	0.0	0.0	0.0	0.0	3.0
Substitute Teachers (See Contracted Services)	Substitute Teachers	$ -	0.0	0.0	0.0	0.0	0.0
			0.0	0.0	0.0	0.0	0.0
			0.0	0.0	0.0	0.0	0.0
Executive Director (Business Leader)	Executive Management	$ 84,000	1.0	1.0	1.0	1.0	1.0
Director of Operations	Operation / Business Manager	$ 70,000	1.0	1.0	1.0	1.0	1.0
Finance Manager	Operation / Business Manager	$ 50,000	1.0	1.0	1.0	1.0	1.0
Special Education Coordinator/Teacher	Teachers - SPED	$ 50,000	1.0	1.0	1.0	1.0	1.0
Special Education Teacher	Teachers - SPED	$ 43,750	0.0	0.0	1.0	1.0	1.0
Specialty Teacher - Gifted	Executive Management	$ 43,750	0.0	1.0	1.0	1.0	1.0
Counselor	Instructional Management	$ 43,750	1.0	1.0	1.0	1.0	1.0
Nurse	Nurse	$ 51,000	0.5	0.5	0.5	0.5	0.5
Teacher Assistants	Teaching Assistants	$ 20,000	6.0	9.0	9.0	9.0	9.0
Bus Driver (Contract)		$ -	0.0	0.0	0.0	0.0	0.0
Custodian	Custodian	$ 24,000	1.0	1.0	1.0	2.0	2.0
			0.0	0.0	0.0	0.0	0.0
Academic Specialist	Instructional Management	$ 43,750	1.0	1.0	1.0	1.0	1.0
Librarian/Interventionist	Librarian	$ 43,750	1.0	1.0	1.0	1.0	1.0
Music Teacher	Specialty Teachers	$ 43,750	0.5	0.5	1.0	1.0	1.0
STEM Instructor	Other - Instructional	$ 43,750	1.0	1.0	1.0	1.0	1.0
Cafeteria Staff (Contract)	Other - Non-Instructional	$ -	0.0	0.0	0.0	0.0	0.0
Speech Specialist (Contract)	Therapists & Counselors	$ -	0.0	0.0	0.0	0.0	0.0
Behavior Specalist (Contract)	Therapists & Counselors	$ -	0.0	0.0	0.0	0.0	0.0
ELL Teacher	Other - Instructional	$ 43,750	1.0	1.0	1.0	1.0	1.0
Physical Education Teacher	Specialty Teachers	$ 43,750	0.5	0.5	1.0	1.0	1.0
Information Technology Specialist	Other - Non-Instructional	$ 30,000	0.5	0.5	1.0	1.0	1.0
			0.0	0.0	0.0	0.0	0.0
			0.0	0.0	0.0	0.0	0.0
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			0.0	0.0	0.0	0.0	0.0
Total			26.0	33.0	38.5	43.5	46.5

ıd STEM Academy

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	NOTES	Salary Totals			
			Year 1	Year 2	Year 3	Year 4
			2020-21	2021-22	2022-23	2023-24
				Yearly Raise %		
			0.00%	2.00%	2.00%	2.00%
Principal (Instructional Academic Leader)	Deans, Directors & Coordinators	Provide leadership and management of SR1 CPSA	$ 77,000	$ 78,540	$ 80,111	$ 81,713
Assistant Principal	Deans, Directors & Coordinators	Advance the mission of the school in conjunction with the school s administrative team	$ -	$ -	$ -	$ 62,000
Office Administrator	Administrative Staff	Work collaboratively with the entire staff to support the front office needs	$ 30,000	$ 30,600	$ 31,212	$ 31,836
Core Subject Teachers - K	Teachers - Regular	Kindergarten teacher who develops students inquiring minds	$ 131,250	$ 133,875	$ 136,553	$ 139,284
Core Subject Teachers - 1	Teachers - Regular	Certified elementary teacher that plan, prepare and deliver instructional activities	$ 131,250	$ 133,875	$ 136,553	$ 139,284
Core Subject Teachers - 2	Teachers - Regular	Certified elementary teacher that plan, prepare and deliver instructional activities	$ -	$ 131,250	$ 133,875	$ 136,553
Core Subject Teachers - 3	Teachers - Regular	Certified elementary teacher that plan, prepare and deliver instructional activities	$ -	$ -	$ 131,250	$ 133,875
Core Subject Teachers - 4	Teachers - Regular	Certified elementary teacher that plan, prepare and deliver instructional activities	$ -	$ -	$ -	$ 131,250
Core Subject Teachers - 5	Teachers - Regular	Certified elementary teacher that plan, prepare and deliver instructional activities	$ -	$ -	$ -	$ -
Substitute Teachers (See Contracted Services)	Substitute Teachers	See Contracted Services	$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -
Executive Director (Business Leader)	Executive Management	School leader visionary to develop and oversee administrative and organizational support	$ 84,000	$ 85,680	$ 87,394	$ 89,141
Director of Operations	Operation / Business Manager	Responsible for oversight of day-to-day administration and operational function	$ 70,000	$ 71,400	$ 72,828	$ 74,285
Finance Manager	Operation / Business Manager	Provide sound fiscal management of the school	$ 50,000	$ 51,000	$ 52,020	$ 53,060
Special Education Coordinator/Teacher	Teachers - SPED	Specialist to to support students who are found eligibile for special education services	$ 50,000	$ 51,000	$ 52,020	$ 53,060
Special Education Teacher	Teachers - SPED	Specialist to to support students who are found eligibile for special education services	$ -	$ -	$ 43,750	$ 44,625
Specialty Teacher - Gifted	Executive Management	Certified teacher based on Charter Applicant Finance Guidance	$ -	$ 43,750	$ 44,625	$ 45,518
Counselor	Instructional Management	Will assist with oversight of student records and student data to make data-driven decisions	$ 43,750	$ 44,625	$ 45,518	$ 46,428
Nurse	Nurse	Will address the physical, mental, emotional, and social health of students, hold RN certification	$ 25,500	$ 26,010	$ 26,530	$ 27,061
Teacher Assistants	Teaching Assistants	Assist teachers for students learning skills	$ 120,000	$ 182,400	$ 186,048	$ 189,769
Bus Driver (Contract)		Included in Contracted Services	$ -	$ -	$ -	$ -
Custodian	Custodian	Ensure a healthy/productive learning area	$ 24,000	$ 24,480	$ 24,970	$ 49,469
			$ -	$ -	$ -	$ -
Academic Specialist	Instructional Management	Utilize data to improve curricula instruction for school day and intervention services/STEM certified	$ 43,750	$ 44,625	$ 45,518	$ 46,428
Librarian/Interventionist	Librarian	Hold School librarian and ELA certification to assist with intervention services	$ 43,750	$ 44,625	$ 45,518	$ 46,428
Music Teacher	Specialty Teachers	Hold music certification	$ 21,875	$ 22,313	$ 44,634	$ 45,526
STEM Instructor	Other - Instructional	STEM Instruction/certification	$ 43,750	$ 44,625	$ 45,518	$ 46,428
Cafeteria Staff (Contract)	Other - Non-Instructional	Included in Contracted Services	$ -	$ -	$ -	$ -
Speech Specialist (Contract)	Therapists & Counselors	Included in Contracted Services	$ -	$ -	$ -	$ -
Behavior Specalist (Contract)	Therapists & Counselors	Included in Contracted Services	$ -	$ -	$ -	$ -
ELL Teacher	Other - Instructional	Ensure SR1 CPSA programs and curriculums are implemented to English Learners	$ 43,750	$ 44,625	$ 45,518	$ 46,428
Physical Education Teacher	Specialty Teachers	Hold a PE certification and based on MS Code 37-13-134 and MDE's Physical Education Framework	$ 21,875	$ 22,313	$ 44,634	$ 45,526
Information Technology Specialist	Other - Non-Instructional	Maintain technology equipment and systems	$ 15,000	$ 15,300	$ 30,606	$ 31,218
			$ -	$ -	$ -	$ -
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			$ -	$ -	$ -	$ -
			$ -	$ -	$ -	$ -
Total			$ 1,070,500	$ 1,326,910	$ 1,587,198	$ 1,836,192

Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Year 5 2024-25 2.00%
Principal (Instructional Academic Leader)	Deans, Directors & Coordinators	$ 83,347
Assistant Principal	Deans, Directors & Coordinators	$ 63,240
Office Administrator	Administrative Staff	$ 32,473
Core Subject Teachers - K	Teachers - Regular	$ 142,069
Core Subject Teachers - 1	Teachers - Regular	$ 142,069
Core Subject Teachers - 2	Teachers - Regular	$ 139,284
Core Subject Teachers - 3	Teachers - Regular	$ 136,553
Core Subject Teachers - 4	Teachers - Regular	$ 133,875
Core Subject Teachers - 5	Teachers - Regular	$ 131,250
Substitute Teachers (See Contracted Services)	Substitute Teachers	$ -
		$ -
		$ -
Executive Director (Business Leader)	Executive Management	$ 90,924
Director of Operations	Operation / Business Manager	$ 75,770
Finance Manager	Operation / Business Manager	$ 54,122
Special Education Coordinator/Teacher	Teachers - SPED	$ 54,122
Special Education Teacher	Teachers - SPED	$ 45,518
Specialty Teacher - Gifted	Executive Management	$ 46,428
Counselor	Instructional Management	$ 47,356
Nurse	Nurse	$ 27,602
Teacher Assistants	Teaching Assistants	$ 193,564
Bus Driver (Contract)		$ -
Custodian	Custodian	$ 50,458
		$ -
Academic Specialist	Instructional Management	$ 47,356
Librarian/Interventionist	Librarian	$ 47,356
Music Teacher	Specialty Teachers	$ 46,437
STEM Instructor	Other - Instructional	$ 47,356
Cafeteria Staff (Contract)	Other - Non-Instructional	$ -
Speech Specialist (Contract)	Therapists & Counselors	$ -
Behavior Specalist (Contract)	Therapists & Counselors	$ -
ELL Teacher	Other - Instructional	$ 47,356
Physical Education Teacher	Specialty Teachers	$ 46,437
Information Technology Specialist	Other - Non-Instructional	$ 31,842
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
		$ -
Total		$ 2,004,166

SR1 College Preparatory and STEM Academy

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

Enter the % increase below, except rows 22-26 (see note), for which the amount entered in column F should increase each year.

Lines 22-26; Enter in the dollar amount the school anticipates receiving each year. These amounts will carry over to the 5 year budget. Details can be added on the 5 year budget tab under 'Description of Assumptions' column.

REVENUE			2020-21	2021-22	2022-23	2023-24	2024-25	NOTES
STATE REVENUES								
Mississippi Adequate Education Program (MAEP) Base Student Allocation	1	3,702.56	1.00%	1.00%	1.00%	1.00%	1.00%	Based on Charter Application Finance Guidance document dated April 2020 from MSCAB
Special Education			28,994.32	43,491.48	55,303.98	67,860.51	78,928.98	
Alternative Education			-	-	-	-	-	
Gifted Education			-	20,525.63	36,490.00	36,490.00	36,490.00	
Career and Technical Education			-	-	-	-	-	
Student Transportation			18,765.00	28,217.00	37,530.00	46,982.00	56,295.00	Anticipated revenue based on Charter Applicant Finance Guidance - $139/per student needing transportation (90% of
Other State Grant Funds	3	150,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Grants written by SR1 CPSA
Custom State 1		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom State 2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL STATE REVENUES								
FEDERAL REVENUES								
Free Breakfast Reimbursement	1	2.14	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Reduced Breakfast Reimbursement	1	1.84	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Paid Breakfast Reimbursement	1	0.31	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Free Lunch Reimbursement	1	3.33	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Reduced Lunch Reimbursement	1	2.93	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Paid Lunch Reimbursement	1	0.33	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Snack Reimbursement	1	0.91	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on USDA reimbursement rates
Title I	1	500.00	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on US Dept. of Education Title I funding formulas
Title II		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Title III		-	0.00%	0.00%	0.00%	0.00%	0.00%	
IDEA Funding	1	1,750.00	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated revenue based on US Dept. of Education IDEA formula-allocated funding
CSP	3	300,000.00	0.00%	0.00%	-100.00%	-100.00%	-100.00%	CSP Funding for Years 1 & 2; first $300K used in Start-Up year.
Grant Funding	3	150,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated funds received from grants written by SR1 CPSA
Custom Federal Funding #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Federal Funding #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FEDERAL REVENUES								
LOCAL & OTHER REVENUES								
Contributions and Donations	3	140,000.00	0.00%	-50.00%	-40.00%	-75.00%	-35.00%	Contributions solicited from community and private donors
Fundraising (Rev.)	3	10,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Anticipated funds received from fundraising efforts
Erate Reimbursement		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Earnings on Investments		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Interest Income		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service (Income from meals)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Text Book		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Local Funding Allocation	1	$ 3,730.61	0.00%	0.00%	0.00%	0.00%	0.00%	Based on Charter Application Finance Guidance document dated April 2020 from MSCAB
Custom Local Funding #2			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Local Funding #3			0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES								
TOTAL REVENUE								

SR1 College Preparatory and STEM Academy

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

			2020-21	2021-22	2022-23	2023-24	2024-25	NOTES
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management								
Instructional Management								
Deans, Directors & Coordinators								
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff								
Other - Administrative								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS								
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular								
Teachers - SPED								
Substitute Teachers								
Teaching Assistants								
Specialty Teachers								
Aides								
Therapists & Counselors								
Other - Instructional								
TOTAL INSTRUCTIONAL PERSONNEL COSTS								
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse								
Librarian								
Custodian								
Security								
Other - Non-Instructional								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS								
TOTAL PERSONNEL EXPENSES			For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
PAYROLL TAXES AND BENEFITS								
Social Security			6.20%	6.20%	6.20%	6.20%	6.20%	
Medicare			1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment			0.20%	0.20%	0.20%	0.20%	0.20%	
Worker's Compensation Insurance			0.90%	0.90%	0.90%	0.90%	0.90%	
Custom Other Tax #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2			0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance			7.00%	7.00%	7.00%	7.00%	7.00%	
Dental Insurance			2.00%	2.00%	2.00%	2.00%	2.00%	
Vision Insurance			2.00%	2.00%	2.00%	2.00%	2.00%	
Life Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution			3.00%	3.00%	3.00%	3.00%	3.00%	
Custom Fringe #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2			0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES			Enter the % increase below for which the amount entered in column F should increase each year.					
CONTRACTED SERVICES								
Accounting / Audit	3	7,000.00	0.00%	5.00%	5.00%	5.00%	5.00%	Ensure sound fiscal stewardship of school and systems
Legal	3	12,000.00	0.00%	2.00%	2.00%	2.00%	2.00%	Professional legal services to comply with State and Federal Laws
Management Company Fee		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Nurse Services		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service / School Lunch	3	99,000.00	0.00%	52.00%	35.00%	27.00%	22.00%	Food services for student meals inclusive of staff, food purchasing, preparation and delivery to comply with USDA
Payroll Services	3	7,000.00	0.00%	5.00%	5.00%	5.00%	5.00%	Contracted payroll service provider to cover all payroll and tax requirements
Special Ed Services		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Titlement Services (i.e. Title I)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Speech Specialist (Contract)	3	16,500.00	0.00%	52.00%	35.00%	27.00%	22.00%	Professional to assess, diagnose, treat, and help to prevent progression of communication disorders
Behavior Specialist (Contract)	3	10,000.00	0.00%	52.00%	35.00%	27.00%	20.00%	Professional to assess, diagnose, and treat behavior disorders and help to provide positive behaivor support
Substitute Teacher	3	9,000.00	0.00%	5.00%	5.00%	5.00%	5.00%	Qualified personnel to fill in during teacher vacancies (no fringe)
TOTAL CONTRACTED SERVICES								

SR1 College Preparatory and STEM Academy

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

			2020-21	2021-22	2022-23	2023-24	2024-25	NOTES
SCHOOL OPERATIONS								
Board Expenses	3	3,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Includes annual subscription to Board On Track, other minior expenses related to board.
Classroom / Teaching Supplies & Materials	1	300.00	0.00%	2.00%	2.00%	2.00%	2.00%	Instructional materials to successfully implement SR1 CPSA educational plan
Special Ed Supplies & Materials	3	3,360.00	0.00%	52.00%	35.00%	27.00%	22.00%	Instructional materials designed to successfully instruct special education students
Textbooks / Workbooks	1	300.00	0.00%	2.10%	2.10%	2.10%	2.10%	STEM & College Preparatory curricula
Supplies & Materials other	3	9,000.00	0.00%	125.00%	100.00%	50.00%	25.00%	Complementary STEM-infusion instructional supplies and materials
Equipment / Furniture	3	77,000.00	0.00%	50.00%	25.00%	25.00%	20.00%	Active learning furniture and equipment to support students' learning environment
Telephone	3	7,000.00	0.00%	30.00%	20.00%	15.00%	10.00%	General phone expenses for active communication with parents and community
Technology	3	28,000.00	0.00%	30.00%	20.00%	15.00%	10.00%	Infrastructure, equipment, data analytics, and adaptive active learning technology to support student learning
Student Testing & Assessment	3	6,000.00	0.00%	50.00%	25.00%	25.00%	20.00%	Benchmark and state testing assessment licenses, and fees
Field Trips	3	2,500.00	0.00%	50.00%	25.00%	25.00%	20.00%	Student field trips aligned with SR1 CPSA's mission and educational plan
Transportation (student)	3	35,000.00	0.00%	50.00%	25.00%	25.00%	20.00%	Contracted safe transportation for students to and from school based on MDE guidelines
Student Services - other		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Office Expense	3	7,000.00	0.00%	50.00%	33.00%	25.00%	20.00%	Office expense to achieve school goals and objectives
Staff Development	3	12,000.00	0.00%	30.00%	20.00%	15.00%	10.00%	10 days of professional development for school staff
Staff Recruitment	3	2,000.00	0.00%	30.00%	20.00%	15.00%	10.00%	Strategic marketing to recruit highly qualified teachers
Student Recruitment / Marketing	3	4,500.00	0.00%	5.00%	5.00%	5.00%	5.00%	Strategic marketing to recruit and retain students to reduce student attrition
School Meals / Lunch			0.00%	0.00%	0.00%	0.00%	0.00%	Included in cost of food services contract
Travel (Staff)	3	2,000.00	0.00%	10.00%	10.00%	10.00%	10.00%	Travel for student recruitment and staff development
Fundraising		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Other Expense		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Background Checks	3	1,500.00	0.00%	30.00%	20.00%	15.00%	10.00%	Federal and state background checks for potential hirees to ensure safety for students and staff
Other Expense		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS								
FACILITY OPERATION & MAINTENANCE								
Insurance	3	30,000.00	0.00%	50.00%	25.00%	10.00%	10.00%	General liability to protect students, staff, school board members, and facilities
Janitorial Services		-	0.00%	0.00%	0.00%	0.00%	0.00%	See custodian listed in personnel
Building and Land Rent / Lease	3	35,000.00	0.00%	180.00%	55.00%	10.00%	20.00%	SR1 CPSA facility
Repairs & Maintenance	3	5,000.00	0.00%	30.00%	30.00%	30.00%	30.00%	Repairs and maintenance for building, equipment, furniture, etc.
Equipment / Furniture		-	0.00%	0.00%	0.00%	0.00%	0.00%	See equipment/furniture under school operations
Security Services	3	11,000.00	0.00%	50.00%	25.00%	10.00%	10.00%	Resources for safe and orderly school learning environment
Utilities	3	18,000.00	0.00%	20.00%	10.00%	10.00%	10.00%	General school utilities to support student learning environment
Other		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Other		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Other		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE								
RESERVES / CONTIGENCY	3	70,000.00	0.00%	7.00%	14.00%	14.00%	21.00%	Unrestricted funds set aside for economic uncertainities
TOTAL EXPENSES								
NET OPERATING INCOME (before Depreciation)								
DEPRECIATION & AMORTIZATION	3	15,000.00	0.00%	100.00%	0.00%	0.00%	0.00%	Based on SR1 CPSA GAAP straight line method
NET OPERATING INCOME (including Depreciation)								

PROJEC

SUMMARY		
Total Revenue	2,165,599	2,832,407
Total Expenses	1,933,399	2,548,382
Net Income	232,200	284,025
Revenue Per Pupil	14,437	12,588
Expenses Per Pupil	12,889	11,326

	YEAR 1 2020-21	YEAR 2 2021-22
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base Student Allocation	560,938	849,821
Special Education	28,994	43,491
Alternative Education	-	-
Gifted Education	-	20,526
Career and Technical Education	-	-
Student Transportation	18,765	28,217
Other State Grant Funds	150,000	150,000
Custom State 1	-	-
Custom State 2	-	-
TOTAL STATE REVENUES	**$ 758,697**	**$ 1,092,055**
FEDERAL REVENUES		
Free Breakfast Reimbursement	48,102	72,153
Reduced Breakfast Reimbursement	2,298	3,447
Paid Breakfast Reimbursement	387	581
Free Lunch Reimbursement	74,850	112,275
Reduced Lunch Reimbursement	3,659	5,488
Paid Lunch Reimbursement	412	618
Snack Reimbursement	22,727	34,091
Title I	71,250	106,875
Title II	-	-
Title III	-	-
IDEA Funding	23,625	35,438
CSP	300,000	300,000
Grant Funding	150,000	150,000
Custom Federal Funding #2	-	-
Custom Federal Funding #3	-	-
TOTAL FEDERAL REVENUES	**$ 697,310**	**$ 820,965**
LOCAL & OTHER REVENUES		
Contributions and Donations	140,000	70,000
Fundraising (Rev.)	10,000	10,000
Erate Reimbursement	-	-
Earnings on Investments	-	-
Interest Income	-	-

PROJEC

SUMMARY		
Total Revenue	2,165,599	2,832,407
Total Expenses	1,933,399	2,548,382
Net Income	232,200	284,025
Revenue Per Pupil	14,437	12,588
Expenses Per Pupil	12,889	11,326

	YEAR 1 2020-21	YEAR 2 2021-22
Food Service (Income from meals)	-	-
Text Book	-	-
Local Funding Allocation	559,592	839,387
Custom Local Funding #2	-	-
Custom Local Funding #3	-	-
TOTAL LOCAL & OTHER REVENUES	**$ 709,592**	**$ 919,387**
TOTAL REVENUE	**$ 2,165,599**	**$ 2,832,407**

PROJEC

SUMMARY		
Total Revenue	2,165,599	2,832,407
Total Expenses	1,933,399	2,548,382
Net Income	232,200	284,025
Revenue Per Pupil	14,437	12,588
Expenses Per Pupil	12,889	11,326

	YEAR 1 2020-21	YEAR 2 2021-22
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	84,000	129,430
Instructional Management	87,500	89,250
Deans, Directors & Coordinators	77,000	78,540
CFO / Director of Finance	-	-
Operation / Business Manager	120,000	122,400
Administrative Staff	30,000	30,600
Other - Administrative	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 398,500**	**$ 450,220**
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	262,500	399,000
Teachers - SPED	50,000	51,000
Substitute Teachers	-	-
Teaching Assistants	120,000	182,400
Specialty Teachers	43,750	44,625
Aides	-	-
Therapists & Counselors	-	-
Other - Instructional	87,500	89,250
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 563,750**	**$ 766,275**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	25,500	26,010
Librarian	43,750	44,625
Custodian	24,000	24,480
Security	-	-
Other - Non-Instructional	15,000	15,300
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 108,250**	**$ 110,415**
TOTAL PERSONNEL EXPENSES	**$ 1,070,500**	**$ 1,326,910**
PAYROLL TAXES AND BENEFITS		
Social Security	66,371	82,268
Medicare	15,522	19,240
State Unemployment	2,141	2,654
Worker's Compensation Insurance	9,635	11,942
Custom Other Tax #1	-	-
Custom Other Tax #2	-	-
Health Insurance	74,935	92,884

SUMMARY		
Total Revenue	2,165,599	2,832,407
Total Expenses	1,933,399	2,548,382
Net Income	232,200	284,025
Revenue Per Pupil	14,437	12,588
Expenses Per Pupil	12,889	11,326

	YEAR 1 2020-21	YEAR 2 2021-22
Dental Insurance	21,410	26,538
Vision Insurance	21,410	26,538
Life Insurance	-	-
Retirement Contribution	32,115	39,807
Custom Fringe #1	-	-
Custom Fringe #2	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 243,539**	**$ 301,872**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 1,314,039**	**$ 1,628,782**
CONTRACTED SERVICES		
Accounting / Audit	7,000	7,350
Legal	12,000	12,240
Management Company Fee	-	-
Nurse Services	-	-
Food Service / School Lunch	99,000	150,480
Payroll Services	7,000	7,350
Special Ed Services	-	-
Titlement Services (i.e. Title I)	-	-
Speech Specialist (Contract)	16,500	25,080
Behavior Specialist (Contract)	10,000	15,200
Substitute Teacher	9,000	9,450
TOTAL CONTRACTED SERVICES	**$ 160,500**	**$ 227,150**

PROJEC

SUMMARY		
Total Revenue	2,165,599	2,832,407
Total Expenses	1,933,399	2,548,382
Net Income	232,200	284,025
Revenue Per Pupil	14,437	12,588
Expenses Per Pupil	12,889	11,326

	YEAR 1 2020-21	YEAR 2 2021-22
SCHOOL OPERATIONS		
Board Expenses	3,000	3,000
Classroom / Teaching Supplies & Materials	45,000	68,850
Special Ed Supplies & Materials	3,360	5,107
Textbooks / Workbooks	45,000	68,918
Supplies & Materials other	9,000	20,250
Equipment / Furniture	77,000	115,500
Telephone	7,000	9,100
Technology	28,000	36,400
Student Testing & Assessment	6,000	9,000
Field Trips	2,500	3,750
Transportation (student)	35,000	52,500
Student Services - other	-	-
Office Expense	7,000	10,500
Staff Development	12,000	15,600
Staff Recruitment	2,000	2,600
Student Recruitment / Marketing	4,500	4,725
School Meals / Lunch	-	-
Travel (Staff)	2,000	2,200
Fundraising	-	-
Other Expense	-	-
Background Checks	1,500	1,950
Other Expense	-	-
TOTAL SCHOOL OPERATIONS	**$ 289,860**	**$ 429,950**
FACILITY OPERATION & MAINTENANCE		
Insurance	30,000	45,000
Janitorial Services	-	-
Building and Land Rent / Lease	35,000	98,000
Repairs & Maintenance	5,000	6,500
Equipment / Furniture	-	-
Security Services	11,000	16,500
Utilities	18,000	21,600
Other	-	-
Other	-	-
Other	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 99,000**	**$ 187,600**
RESERVES / CONTIGENCY	70,000	74,900

PROJEC

SUMMARY		
Total Revenue	2,165,599	2,832,407
Total Expenses	1,933,399	2,548,382
Net Income	232,200	284,025
Revenue Per Pupil	14,437	12,588
Expenses Per Pupil	12,889	11,326

	YEAR 1 2020-21	YEAR 2 2021-22
TOTAL EXPENSES	**$ 1,933,399**	**$ 2,548,382**
NET OPERATING INCOME (before Depreciation)	**$ 232,200**	**$ 284,025**
DEPRECIATION & AMORTIZATION	15,000	30,000
NET OPERATING INCOME (including Depreciation)	**$ 217,200**	**$ 254,025**

SR1 College Preparatory and STEM Academ
TED BUDGET / OPERATING PLAN FOR INITIAL CHAR

3,239,552	3,933,923	4,660,386
3,153,939	3,716,433	4,204,247
85,613	217,490	456,139
10,799	10,490	10,356
10,513	9,910	9,343

YEAR 3 2022-23	YEAR 4 2023-24	YEAR 5 2024-25
1,144,425	1,444,837	1,751,142
55,304	67,861	78,929
-	-	-
36,490	36,490	36,490
-	-	-
37,530	46,982	56,295
150,000	150,000	150,000
-	-	-
-	-	-
$ 1,423,749	**$ 1,746,170**	**$ 2,072,856**
96,204	120,255	144,306
4,595	5,744	6,893
774	968	1,161
149,700	187,125	224,550
7,318	9,147	10,977
824	1,030	1,236
45,455	56,818	68,182
142,500	178,125	213,750
-	-	-
-	-	-
47,250	59,063	70,875
-	-	-
150,000	150,000	150,000
-	-	-
-	-	-
$ 644,620	**$ 768,275**	**$ 891,930**
42,000	10,500	6,825
10,000	10,000	10,000
-	-	-
-	-	-
-	-	-

SR1 College Preparatory and STEM Academ
TED BUDGET / OPERATING PLAN FOR INITIAL CHAR

3,239,552	3,933,923	4,660,386
3,153,939	3,716,433	4,204,247
85,613	217,490	456,139
10,799	10,490	10,356
10,513	9,910	9,343

	YEAR 3 2022-23	YEAR 4 2023-24	YEAR 5 2024-25
	-	-	-
	-	-	-
	1,119,183	1,398,979	1,678,775
	-	-	-
	-	-	-
$	**1,171,183**	**$ 1,419,479**	**$ 1,695,600**
$	**3,239,552**	**$ 3,933,923**	**$ 4,660,386**

SR1 College Preparatory and STEM Academ
TED BUDGET / OPERATING PLAN FOR INITIAL CHAR

3,239,552	3,933,923	4,660,386
3,153,939	3,716,433	4,204,247
85,613	217,490	456,139
10,799	10,490	10,356
10,513	9,910	9,343

	YEAR 3 2022-23	YEAR 4 2023-24	YEAR 5 2024-25
	132,019	134,659	137,352
	91,035	92,856	94,713
	80,111	143,713	146,587
	-	-	-
	124,848	127,345	129,892
	31,212	31,836	32,473
	-	-	-
$	**459,224**	**$ 530,409**	**$ 541,017**
	538,230	680,245	825,099
	95,770	97,685	99,639
	-	-	-
	186,048	189,769	193,564
	89,268	91,053	92,874
	-	-	-
	-	-	-
	91,035	92,856	94,713
$	**1,000,351**	**$ 1,151,608**	**$ 1,305,890**
	26,530	27,061	27,602
	45,518	46,428	47,356
	24,970	49,469	50,458
	-	-	-
	30,606	31,218	31,842
$	**127,623**	**$ 154,176**	**$ 157,259**
$	**1,587,198**	**$ 1,836,192**	**$ 2,004,166**
	98,406	113,844	124,258
	23,014	26,625	29,060
	3,174	3,672	4,008
	14,285	16,526	18,037
	-	-	-
	-	-	-
	111,104	128,533	140,292

SR1 College Preparatory and STEM Academ
TED BUDGET / OPERATING PLAN FOR INITIAL CHAR

3,239,552	3,933,923	4,660,386
3,153,939	3,716,433	4,204,247
85,613	217,490	456,139
10,799	10,490	10,356
10,513	9,910	9,343

	YEAR 3 2022-23	YEAR 4 2023-24	YEAR 5 2024-25
	31,744	36,724	40,083
	31,744	36,724	40,083
	-	-	-
	47,616	55,086	60,125
	-	-	-
	-	-	-
$	**361,088**	**$ 417,734**	**$ 455,948**
$	**1,948,286**	**$ 2,253,926**	**$ 2,460,114**
	7,718	8,103	8,509
	12,485	12,734	12,989
	-	-	-
	-	-	-
	203,148	257,998	314,758
	7,718	8,103	8,509
	-	-	-
	-	-	-
	33,858	43,000	52,460
	20,520	26,060	31,272
	9,923	10,419	10,940
$	**295,368**	**$ 366,418**	**$ 439,435**

SR1 College Preparatory and STEM Academ
TED BUDGET / OPERATING PLAN FOR INITIAL CHAR

3,239,552	3,933,923	4,660,386
3,153,939	3,716,433	4,204,247
85,613	217,490	456,139
10,799	10,490	10,356
10,513	9,910	9,343

YEAR 3 2022-23	YEAR 4 2023-24	YEAR 5 2024-25
3,000	3,000	3,000
93,636	119,386	146,128
6,895	8,756	10,683
93,820	119,737	146,702
40,500	60,750	75,938
144,375	180,469	216,563
10,920	12,558	13,814
43,680	50,232	55,255
11,250	14,063	16,875
4,688	5,859	7,031
65,625	82,031	98,438
-	-	-
13,965	17,456	20,948
18,720	21,528	23,681
3,120	3,588	3,947
4,961	5,209	5,470
-	-	-
2,420	2,662	2,928
-	-	-
-	-	-
2,340	2,691	2,960
-	-	-
$ 563,914	**$ 709,976**	**$ 850,359**
56,250	61,875	68,063
-	-	-
151,900	167,090	200,508
8,450	10,985	14,281
-	-	-
20,625	22,688	24,956
23,760	26,136	28,750
-	-	-
-	-	-
-	-	-
$ 260,985	**$ 288,774**	**$ 336,557**
85,386	97,340	117,781

SR1 College Preparatory and STEM Academ
TED BUDGET / OPERATING PLAN FOR INITIAL CHAR

3,239,552	3,933,923	4,660,386
3,153,939	3,716,433	4,204,247
85,613	217,490	456,139
10,799	10,490	10,356
10,513	9,910	9,343

	YEAR 3 2022-23	YEAR 4 2023-24	YEAR 5 2024-25
$	**3,153,939**	**$ 3,716,433**	**$ 4,204,247**
$	**85,613**	**$ 217,490**	**$ 456,139**
	30,000	30,000	30,000
$	**55,613**	**$ 187,490**	**$ 426,139**

y
TER PERIOD

Description of Assumptions

Based on Charter Application Finance Guidance document dated April 2020 from MSCAB; assumes 1% annual increase

Based on Charter Application Finance Guidance document dated April 2020 from MSCAB for calculation of student and

Based on pay for 1 gifted teacher starting in year 2 according to MDE policy

Based on 90% of students requiring transportation at MDE reimbursement rate
Anticipated state grant funds received from grants written by SR1 CPSA

Revenues increases as student enrollment increases in line with USDA reimbursement rates
Revenues increases as student enrollment increases in line with USDA reimbursement rates
Revenues increases as student enrollment increases in line with USDA reimbursement rates
Revenues increases as student enrollment increases in line with USDA reimbursement rates
Revenues increases as student enrollment increases in line with USDA reimbursement rates
Revenues increases as student enrollment increases in line with USDA reimbursement rates
Revenues increases as student enrollment increases in line with USDA reimbursement rates
$500 per student based on Title I history and number of student receiving Free/Reduced lunch

Increase based on anticipated number of students with disabilities increasing annually

Anticipated federal grant funds received from grants written by SR1 CPSA

Contributions solicited from community and private donors
Anticipated funds received from fundraising efforts

y
TER PERIOD

Description of Assumptions

Revenue increases based on increase in student enrollment

y
TER PERIOD

Description of Assumptions

Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment, Assisstant Principal added in Year 4
Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment

(3) teachers added yearly based on school adding a grade per year plus 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment, Special Education teacher added Year 3

(3) added in Year 2 to assist 2nd grade teachers, plus 2% yearly Cost of Living Adjustment
Gifted teacher added in Year 2, PE teacher becomes full time in Year 3 plus 2% yearly Cost of Living Adjustment

Increase based on 2% yearly Cost of Living Adjustment

Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment
Additional custodian added in year 4 as school grows plus 2% yearly Cost of Living Adjustment

Increase based on 2% yearly Cost of Living Adjustment, Information Technology Specialist becomes full time in year 3

6.2% of salaries based on federal law
1.45% of salaries based on federal law
0.2% of salaries based on Mississippi state law
0.9% of salaries based on federal law

7% of salaries as an employee benefit

y
TER PERIOD

Description of Assumptions

2% of salaries as an employee benefit
2% of salaries as an employee benefit

3% of salaries as an employee benefit

Cost will increase as school enrollment grows
Cost will increase as school enrollment grows

Cost will increase as school enrollment grows

Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment
Increase based on 2% yearly Cost of Living Adjustment

y
TER PERIOD

Description of Assumptions

Primarily for Board On Track software subscription.
Costs increase as student enrollment increases
Costs increase as number of Special Education students increases
Costs increase as student enrollment increases
Costs increase as school grows
Costs increase as school grows
Costs increase as school grows
Costs increase as more advanced equipment is added for higher grades
Based on national average increase of grade level assessments (ex. 3rd Grade)
Costs increase as student enrollment increases
Costs increase as student enrollment increases

Costs increase as school grows
Costs increase as number of staff increases
Annually strategic marketing to recruit highly qualified teachers
Annually strategic marketing to recruit and retain students to reduce student attrition

Costs increase as school grows

No expected increase due to retention of staff

Costs increase as school grows
See custodian listed in personnel
Building rent, lease and setup for student learning
Costs increase as school grows
See equipment/furniture under school operations
Costs increase as school grows
Costs increase as school grows

Plan to minimize impact of emergencies

y
TER PERIOD

Description of Assumptions

Based on SR1 GAAP straight line method

SR1 College Preparatory and STEM Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		
Total Revenue	337,000	**Description of Assumptions**
Total Expenses	335,196	
Net Income	1,805	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base Student Allocation	-	
Special Education	-	
Alternative Education	-	
Gifted Education	-	
Career and Technical Education	-	
Student Transportation	-	
Other State Grant Funds	-	
Custom State 1	-	
Custom State 2	-	
TOTAL STATE REVENUES	**$ -**	
FEDERAL REVENUES		
Free Breakfast Reimbursement	-	
Reduced Breakfast Reimbursement	-	
Paid Breakfast Reimbursement	-	
Free Lunch Reimbursement	-	
Reduced Lunch Reimbursement	-	
Paid Lunch Reimbursement	-	
Snack Reimbursement	-	
Title I	-	
Title II	-	
Title III	-	
IDEA Funding	-	
CSP	300,000	Federal CSP - Year 1 of 3-year grant; remainder used in Years 1 and 2 of School
Grant Funding	-	
Custom Federal Funding #2	-	
Custom Federal Funding #3	-	
TOTAL FEDERAL REVENUES	**$ 300,000**	
LOCAL & OTHER REVENUES		
Contributions and Donations	37,000	Contributions solicited from community and private donors
Fundraising (Rev.)	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
Local Funding Allocation	-	
Custom Local Funding #2		
Custom Local Funding #3	-	
TOTAL LOCAL & OTHER REVENUES	**$ 37,000**	
TOTAL REVENUE	**$ 337 000**	

SR1 College Preparatory and STEM Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		
Total Revenue	337,000	**Description of Assumptions**
Total Expenses	335,196	
Net Income	1,805	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	64,167	September 2021 - June 2022
Instructional Management	64,167	September 2021 - June 2022
Deans, Directors & Coordinators	-	
CFO / Director of Finance	33,333	September 2021 - June 2022
Operation / Business Manager	33,333	September 2021 - June 2022
Administrative Staff	-	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 195,000**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	
TOTAL PERSONNEL EXPENSES	**$ 195,000**	
PAYROLL TAXES AND BENEFITS		
Social Security	12,090	6.2% of salaries based on federal law
Medicare	2,828	1.45% of salaries based on federal law
State Unemployment	390	0.2% of salaries based on Mississippi state law
Worker's Compensation Insurance	1,755	0.9% of salaries based on federal law
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	13,650	7% of salaries as an employee benefit
Dental Insurance	3,900	2% of salaries as an employee benefit
Vision Insurance	3,900	2% of salaries as an employee benefit
Life Insurance	-	
Retirement Contribution	5,850	3% of salaries as an employee benefit
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 44,363**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 239 363**	
CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	2,000	September 2021 - June 2022. 4 staff members.
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Speech Specialist (Contract)	-	
Behavior Specialist (Contract)	-	
Substitute Teacher	-	
TOTAL CONTRACTED SERVICES	**$ 2,000**	

SR1 College Preparatory and STEM Academy
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY	
Total Revenue	337,000
Total Expenses	335,196
Net Income	1,805
Revenue Per Pupil	
Expenses Per Pupil	

	Start-Up Period	Description of Assumptions
SCHOOL OPERATIONS		
Board Expenses	13,000	For implementation of Board on Track Software
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	5,833	General phone expense for 10 months
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	3,500	Strategic marketing to recruit highly qualified teachers
Student Recruitment / Marketing	15,000	Recruitment of students to reduce student attrition
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other Expense	-	
Background Checks	1,500	Federal and state background checks for potential hirees to ensure safety for
Other Expense	-	
TOTAL SCHOOL OPERATIONS	**$ 38,833**	
FACILITY OPERATION & MAINTENANCE		
Insurance	10,000	
Janitorial Services	-	
Building and Land Rent / Lease	25,000	SR1 CPSA startup building rent/lease
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security Services	-	
Utilities	15,000	Utility cost during preparation period
Other	-	
Other	-	
Other	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 50,000**	
RESERVES / CONTIGENCY	5,000	
TOTAL EXPENSES	**$ 335,196**	
NET OPERATING INCOME (before Depreciation)	**$ 1 805**	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	**$ 1,805**	

SR1 College Preparatory and STEM Academy

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	July	August	September	October	November	December	January	February	March	April	May	June	July Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	197 500	253 594	195 601	140 601	125 601	110 601	110 601	665 193	105 601	105 601	105 601	49 506	-	2 165 599	0	
Total Expenses	172 061	189 397	160 897	142 297	141 097	140 397	187 897	179 522	159 022	163 022	161 322	136 463	-	1 933 399	-	
Net Income	25 439	64 196	34 704	(1 696)	(15 497)	(29 797)	(77 297)	485 670	(53 422)	(57 422)	(55 722)	(86 957)	-	232 200	0	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	-	25 439	89 635	124 339	122 642	107 146	77 349	52	485 722	432 300	374 879	319 157	232 200	-		
Ending Cash Balance	25 439	89 635	124 339	122 642	107 146	77 349	52	485 722	432 300	374 879	319 157	232 200	232 200	232 200		Line of Credit
REVENUE																
STATE REVENUES																
Mississippi Adequate Education Program (MAEP) Base	-	56 094	56 094	56 094	56 094	56 094	56 094	56 094	56 094	56 094	56 094			560 938	0	
Student Allocation																
Special Education	-	-	2 899	2 899	2 899	2 899	2 899	2 899	2 899	2 899	2 899	2 899		28 994	(0)	Specialist to support students who are found eligibile for special education services
Alternative Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Gifted Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Career and Technical Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Student Transportation	-	-	1 877	1 877	1 877	1 877	1 877	1 877	1 877	1 877	1 877	1 877		18 765	-	Based on 90% of students requiring transportation
Other State Grant Funds	-	-	30 000	30 000	20 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000		150 000	-	Anticipated state grant funds received from grants written by SR1 CPSA
Custom State 1	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Custom State 2	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL STATE REVENUES	**$ -**	**$ 56,094**	**$ 90,870**	**$ 90,870**	**$ 80,870**	**$ 70,870**	**$ 70,870**	**$ 70,870**	**$ 70,870**	**$ 70,870**	**$ 70,870**	**$ 14,776**		**$ 758,697**	(0)	
FEDERAL REVENUES																
Free Breakfast Reimbursement	-		4 810	4 810	4 810	4 810	4 810	4 810	4 810	4 810	4 810	4 810		48 102	-	Anticipated revenue based on USDA reimbursement rates
Reduced Breakfast Reimbursement	-	-	230	230	230	230	230	230	230	230	230	230		2 298	-	Anticipated revenue based on USDA reimbursement rates
Paid Breakfast Reimbursement	-	-	39	39	39	39	39	39	39	39	39	39		387	-	Anticipated revenue based on USDA reimbursement rates
Free Lunch Reimbursement	-	-	7 485	7 485	7 485	7 485	7 485	7 485	7 485	7 485	7 485	7 485		74 850	-	Anticipated revenue based on USDA reimbursement rates
Reduced Lunch Reimbursement	-	-	366	366	366	366	366	366	366	366	366	366		3 659	-	Anticipated revenue based on USDA reimbursement rates
Paid Lunch Reimbursement	-	-	41	41	41	41	41	41	41	41	41	41		412	-	Anticipated revenue based on USDA reimbursement rates
Snack Reimbursement	-	-	2 273	2 273	2 273	2 273	2 273	2 273	2 273	2 273	2 273	2 273		22 727	-	Anticipated revenue based on USDA reimbursement rates
Title I	-	-	7 125	7 125	7 125	7 125	7 125	7 125	7 125	7 125	7 125	7 125		71 250	-	Anticipated revenue based on Elem. & Secondary Education Act
Title II	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Title III	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
IDEA Funding	-	-	2 363	2 363	2 363	2 363	2 363	2 363	2 363	2 363	2 363	2 362		23 625	-	Education of children with disabilities - based on formula
CSP	150 000	150 000	-	-	-	-	-	-	-	-	-	-		300 000	-	CSP grant from MCSAB
Grant Funding	-	-	25 000	25 000	20 000	15 000	15 000	10 000	10 000	10 000	10 000	10 000		150 000	-	Anticipated federal grant funds received from grants written by SR1 CPSA
Custom Federal Funding #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Custom Federal Funding #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL FEDERAL REVENUES	**$ 150,000**	**$ 150,000**	**$ 49,732**	**$ 49,732**	**$ 44,731**	**$ 39,731**	**$ 39,731**	**$ 34,731**	**$ 34,731**	**$ 34,731**	**$ 34,731**	**$ 34,730**		**$ 697,310**	-	
LOCAL & OTHER REVENUES																
Contributions and Donations	47 500	47 500	45 000	-	-	-	-	-	-	-	-	-		140 000	-	Currently conservative percentage of contributions that are unconditonal solicited
Fundraising (Rev.)	-	-	10 000	-	-	-	-	-	-	-	-	-		10 000	-	Voluntary financial contributions
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Local Funding Allocation	-	-	-	-	-	-	-	559 592	-	-	-	-		559 592	0	Anticipated revenue based on Charter Applicant Finance Guidance
Custom Local Funding #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Custom Local Funding #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL LOCAL & OTHER REVENUES	**$ 47,500**	**$ 47,500**	**$ 55,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 559,592**	**$ -**	**$ -**	**$ -**	**$ -**		**$ 709,592**	0	
TOTAL REVENUE	**$ 197,500**	**$ 253,594**	**$ 195,601**	**$ 140,601**	**$ 125,601**	**$ 110,601**	**$ 110,601**	**$ 665,193**	**$ 105,601**	**$ 105,601**	**$ 105,601**	**$ 49,506**		**$ 2,165,599**	0	
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
Executive Management	7 000	7 000	7 000	7 000	7 000	7 000	7 000	7 000	7 000	7 000	7 000	7 000		84 000	-	Compensation over 12 months
Instructional Management	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292		87 500	-	Compensation over 12 months
Deans Directors & Coordinators	6 417	6 417	6 417	6 417	6 417	6 417	6 417	6 417	6 417	6 417	6 417	6 417		77 000	-	Compensation over 12 months
CFO / Director of Finance														-	-	Compensation over 12 months
Operation / Business Manager	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000		120 000	-	Compensation over 12 months
Administrative Staff	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500		30 000	-	Compensation over 12 months
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**	**$ 33,208**		**$ 398,500**	-	
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	21 875	21 875	21 875	21 875	21 875	21 875	21 875	21 875	21 875	21 875	21 875	21 875		262 500	-	Compensation over 12 months
Teachers - SPED	4 167	4 167	4 167	4 167	4 167	4 167	4 167	4 167	4 167	4 167	4 167	4 167		50 000	-	Compensation over 12 months
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Teaching Assistants	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000	10 000		120 000	-	Compensation over 12 months
Specialty Teachers	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646		43 750	-	Compensation over 12 months
Aides	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Other - Instructional	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292	7 292		87 500	-	Compensation over 12 months
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**	**$ 46,979**		**$ 563,750**	-	
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse		2 550	2 550	2 550	2 550	2 550	2 550	2 550	2 550	2 550	2 550	-		25 500	-	10 month contract for academic school year
Librarian	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646	3 646		43 750	-	Compensation over 12 months
Custodian	2 000	2 000	2 000	2 000	2 000	2 000	2 000	2 000	2 000	2 000	2 000	2 000		24 000	-	Compensation over 12 months
Security	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Other - Non-Instructional	1 250	1 250	1 250	1 250	1 250	1 250	1 250	1 250	1 250	1 250	1 250	1 250		15 000	-	Compensation over 12 months
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 6,896**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 9,446**	**$ 6,896**		**$ 108,250**	-	
TOTAL PERSONNEL EXPENSES	**$ 87,083**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 89,633**	**$ 87,083**		**$ 1,070,500**	-	
PAYROLL TAXES AND BENEFITS																
Social Security	5 531	5 531	5 531	5 531	5 531	5 531	5 531	5 531	5 531	5 531	5 531	5 531		66 371	-	6.2% of salaries based on federal law
Medicare	1 294	1 294	1 294	1 294	1 294	1 294	1 294	1 294	1 294	1 294	1 294	1 294		15 522	-	1.45% of salaries based on federal law
State Unemployment	178	178	178	178	178	178	178	178	178	178	178	178		2 141	-	0.2% of salaries based on Mississippi state law
Worker's Compensation Insurance	803	803	803	803	803	803	803	803	803	803	803	804		9 635	-	0.9% of salaries based on federal law
Custom Other Tax #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Health Insurance	6 245	6 245	6 245	6 245	6 245	6 245	6 245	6 245	6 245	6 245	6 245	6 245		74 935	-	7% of salaries as an employee benefit
Dental Insurance	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784		21 410	-	2% of salaries as an employee benefit
Vision Insurance	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784	1 784		21 410	-	2% of salaries as an employee benefit
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Retirement Contribution	2 676	2 676	2 676	2 676	2 676	2 676	2 676	2 676	2 676	2 676	2 676	2 676		32 115	-	3% of salaries as an employee benefit
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,295**	**$ 20,296**		**$ 243,539**	-	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 107,378**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 109,928**	**$ 107,379**		**$ 1,314,039**	-	
CONTRACTED SERVICES																
Accounting / Audit	-	-	-	-	-	-	-	-	-	3 500	3 500	-		7 000	-	Ensure sound fiscal stewardship of school and systems
Legal	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000		12 000	-	Professional services to comply with State and Federal Laws
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-		-	-	

SR1 College Preparatory and STEM Academy

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY	July	August	September	October	November	December	January	February	March	April	May	June	July Subsequent Items	TOTAL	CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	197 500	253 594	195 601	140 601	125 601	110 601	110 601	665 193	105 601	105 601	105 601	49 506	-	2 165 599	0	
Total Expenses	172 061	189 397	160 897	142 297	141 097	140 397	187 897	179 522	159 022	163 022	161 322	136 463	-	1 933 399	-	
Net Income	25 439	64 196	34 704	(1 696)	(15 497)	(29 797)	(77 297)	485 670	(53 422)	(57 422)	(55 722)	(86 957)	-	232 200	0	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	-	25 439	89 635	124 339	122 642	107 146	77 349	52	485 722	432 300	374 879	319 157	232 200	-		
Ending Cash Balance	25 439	89 635	124 339	122 642	107 146	77 349	52	485 722	432 300	374 879	319 157	232 200	232 200	232 200		Line of Credit
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-			-	
Food Service / School Lunch	-	9 900	9 900	9 900	9 900	9 900	9 900	9 900	9 900	9 900	9 900			99 000	-	Child nutrition services inclusive of staff food purchasing preparation and delivery
Payroll Services	583	583	583	583	583	583	583	583	583	583	583	583		7 000	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Speech Specialist (Contract)	-	1 650	1 650	1 650	1 650	1 650	1 650	1 650	1 650	1 650	1 650			16 500	-	10 month contract for academic school year
Behavior Specialist (Contract)	-	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	-		10 000	-	10 month contract for academic school year
Substitute Teacher	-	500	1 000	1 200	1 200	500	500	1 200	1 200	1 200	500	-		9 000	-	10 month contract for academic school year
TOTAL CONTRACTED SERVICES	**$ 1,583**	**$ 14,633**	**$ 15,133**	**$ 15,333**	**$ 15,333**	**$ 14,633**	**$ 14,633**	**$ 15,333**	**$ 15,333**	**$ 18,833**	**$ 18,133**	**$ 1,583**		**$ 160,500**	-	
SCHOOL OPERATIONS															-	
Board Expenses	250	250	250	250	250	250	250	250	250	250	250	250		3 000	-	Professional development for school board members to stay within compliance of all
Classroom / Teaching Supplies & Materials	11250	11250					22 500							45 000	-	Instructional materials to successfully implement SR1 CPSA educational plan
Special Ed Supplies & Materials	1 000	236	236	236	236	236	236	236	236	236	236	-		3 360	-	Instructional materials designed to successfully instruct special education students
Textbooks / Workbooks	11250	11250	-	-	-	-	22 500	-	-	-	-	-		45 000	-	STEM & College Preparatory curricula
Supplies & Materials other	750	750	750	750	750	750	750	750	750	750	750	750		9 000	-	Complementary STEM-infusion instructional supplies and materials
Equipment / Furniture	20 000	20 000	20 000	-	-	-	-	17 000	-	-	-	-		77 000	-	Active learning furniture and equipment to support students' learning environment
Telephone	583	583	583	583	583	583	583	583	583	583	583	583		7 000	-	General phone expenses for active communication with parents and community
Technology	2 600	2 600	1 500	1 500	1 500	1 500	2 800	2 800	2 800	2 800	2 800	2 800		28 000	-	Infrastructure equipment data analytics and adaptive active learning technology
Student Testing & Assessment	-	3 000	-	-	-	-	-	3 000	-	-	-	-		6 000	-	Benchmark and state testing assessment licenses and fees
Field Trips	-	-	-	-	-	-	-	-	500	1 000	1 000	-		2 500	-	Student field trips aligned with SR1 CPSA's mission and educational plan
Transportation (student)	-	3 500	3 500	3 500	3 500	3 500	3 500	3 500	3 500	3 500	3 500			35 000	-	Contracted safe transportation for students to and from school based on MDE
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Office Expense	583	583	583	583	583	583	583	583	583	583	583	583		7 000	-	Office expense to achieve school goals and objectives
Staff Development	6 000	2 400	-	1 200	-	-	1 200	-	-	-	-	1 200		12 000	-	10 days of professional development for school staff
Staff Recruitment	-	-	-	-	-	-	-	2 000	-	-	-	-		2 000	-	Strategic marketing to recruit highly qualified teachers
Student Recruitment / Marketing	-	-	-	-	-	-	-	1 125	1 125	1 125	1 125	-		4 500	-	Strategic marketing to recruit and retain students to reduce student attrition
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	1 000	1 000	-	-		2 000	-	Travel for student recruitment and staff development
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Other Expense	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Background Checks	1 500	-	-	-	-	-	-	-	-	-	-	-		1 500	-	Federal and state background checks for potential hirees to ensure safety for students
Other Expense	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL SCHOOL OPERATIONS	**$ 55,767**	**$ 56,403**	**$ 27,403**	**$ 8,603**	**$ 7,403**	**$ 7,403**	**$ 54,903**	**$ 31,828**	**$ 11,328**	**$ 11,828**	**$ 10,828**	**$ 6,167**		**$ 289,860**	-	
FACILITY OPERATION & MAINTENANCE															-	
Insurance	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500	2 500		30 000	-	Policies to protect students staff and school board members
Janitorial Services	-	-	-	-	-	-	-	-	-	-	-	-		-	-	See custodian listed in personnel
Building and Land Rent / Lease	2 917	2 917	2 917	2 917	2 917	2 917	2 917	2 917	2 917	2 917	2 917	2 917		35 000	-	STEM and college prepratory facility
Repairs & Maintenance	417	417	417	417	417	417	417	417	417	417	417	417		5 000	-	Repairs and maintenance for building equipment furniture etc.
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-		-	-	See equipment/furniture under school operations
Security Services	-	1 100	1 100	1 100	1 100	1 100	1 100	1 100	1 100	1 100	1 100	-		11 000	-	Resources for safe and orderly school learning environment
Utilities	1 500	1 500	1 500	1 500	1 500	1 500	1 500	1 500	1 500	1 500	1 500	1 500		18 000	-	General school utilities year-round
Other	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 7,333**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 8,433**	**$ 7,333**		**$ 99,000**	-	
RESERVES / CONTIGENCY	-	-	-	-	-	-	-	14 000	14 000	14 000	14 000	14 000		70 000	-	Plan to minimize impact of emergencies
TOTAL EXPENSES	**$ 172,061**	**$ 189,397**	**$ 160,897**	**$ 142,297**	**$ 141,097**	**$ 140,397**	**$ 187,897**	**$ 179,522**	**$ 159,022**	**$ 163,022**	**$ 161,322**	**$ 136,463**		**$ 1,933,399**	-	
NET OPERATING INCOME (before Depreciation)	**$ 25,439**	**$ 64,196**	**$ 34,704**	**$ (1,696)**	**$ (15,497)**	**$ (29,797)**	**$ (77,297)**	**$ 485,670**	**$ (53,422)**	**$ (57,422)**	**$ (55,722)**	**$ (86,957)**		**$ 232,200**	0	
DEPRECIATION & AMORTIZATION												15 000		15 000	-	Based on SR1 GAAP straight line method
NET OPERATING INCOME (including Depreciation)	**$ 25,439**	**$ 64,196**	**$ 34,704**	**$ (1,696)**	**$ (15,497)**	**$ (29,797)**	**$ (77,297)**	**$ 485,670**	**$ (53,422)**	**$ (57,422)**	**$ (55,722)**	**$ (101,957)**		**$ 217,200**	0	

Attachment 21 - Budget Narrative

a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 21** evidence of commitment for any funds on which the school's core operation depends.

Revenues

SR1 College Preparatory and STEM Academy's (SR1 CPSA) revenues are based on per pupil projections as provided by the Mississippi Department of Education, average daily attendance and contributions and donations.

Revenue Projections for Year One:

State Revenues

MAEP: $560,938. The total was calculated based on the MAEP formula provided by the Mississippi Charter School Authorizer board. The MAEP rate for a student in Canton, MS is $3,702.56 per student. SR1 CPSA will enroll 150 students in year one for a total of $560,938 in MAEP funding. Over the five-year charter term, the school enrollment will increase by 75 students per year with a one percent annual inflation rate over the remaining four years of the charter term.

Special Education: $28,994 Funding based on the number of students receiving special education services and calculated using the student unit/teacher unit formula instructions provided by MSCSB.

Alternative Education: SR1 CPSA is not proposing to serve the alternate education student population.

Gifted Education: SR1 CPSA will not meet the state law requirements to receive gifted education revenue in year one, because the school will serve kindergarten and first graders. In year two, SR1 CPSA will serve second grade students and be eligible to receive gifted education revenue.

Career and Technical Education: SR1 CPSA is not proposing to serve the career and technical education student population.

Student Transportation: $18,765. Funding based on the 90 percent of students (135 in year one) who will require transportation at the average statewide transportation allocation of $139 per student. The school enrollment will increase by 75 students per year with a one percent annual inflation rate over the remaining four years of the charter term.

State Grant Funding: $150,000. SR1 CPSA Director of Operations will identify, write and submit grant applications to support the school. The Director of Operations generates conservatively a minimum of $150,000 in state grant funds annually.

Federal Revenue

Breakfast, Lunch and Snack: $152,435. SR1 CPSA estimates receiving $151,636 in federal reimbursement and receiving $799 in revenue for students who do not qualify for free or reduced meals. Amounts based on projected number of free, reduced and paid meal students. Reimbursable rates provided by USDA. Years 2-5 based on the current USDA rates and the estimated number of free, reduced and paying students.

Title I: $71,250. The Title I funding rate is $500 per pupil. The cost is calculated based on the number of students qualifying for free/reduced meals.

IDEA Funding: $23,625. The IDEA funding rate is $1,750 per pupil. For conservative funding estimate, SR1 CPSA estimates that ten percent of students will require special education services.

CSP: $300,000. Federal Charter School Program grant that MCSAB was awarded by the US Dept. of Education. All approved charters in the state of MS are eligible for $300,000 per year for 3 years.

Federal Grant Funding: $150,000. SR1 CPSA Director of Operations will identify, write and submit grant applications to support the school. The Director of Operations generates conservatively a minimum of $150,000 in federal grant funds annually.

Local and Other Revenue

Contributions and Donations: $140,000 in year 1. SR1 CPSA Board and school leadership will petition donations from community and private donors. SR1 CPSA will continue to seek donations in years two through five.

Fundraising: $10,000 in years one through five. SR1 CPSA will implement fundraising activities in years one through five.

Local Funding Allocation: $559,592 The total was calculated based on the local funding allocation formula provided by the Mississippi Charter School Authorizer Board. The local per pupil rate for a student in Canton, MS is $3,730.61 per student /

Expenses

School Operations

Administrative Staff Personnel - Salaries and Benefits

- Executive Management ($84,000) and Operation/Business Manager ($70,000). The Executive Management of SR1, namely Tamu Green and Dorlisa Hutton, will assume leadership roles as Executive Director and Director of Operations, respectively, at SR1 CPSA. SR1 CPSA has been in development for multiple years under the guidance of the Board, SR1 has built a leadership pipeline to ensure a smooth transition. The budget supports a full-time Executive Director and Director of Operations beginning in Year 1 to fully support school start up, should the positions be held by Mr. Green and Mrs. Hutton, or other qualified individuals.
- Instructional Management ($87,500) consist of Counselor (1 FTE) and Academic Specialist. (1 FTE).
- Deans, Directors & Coordinators ($77,000) consist of the Principal of Elementary School (1 FTE). The Assistant Principal of Elementary School (1 FTE) will appear in year 4 as school growth dictates. Finance Manager ($50,000) (1 FTE) will start full time beginning year one.
- Administration Staff consists of Office Administrator ($30,000) (1 FTE) will start full time beginning year 1.

Instructional Personnel Costs

- Teacher pay ($43,750) assumption is based on SR1 CPSA Budget Salary Report of a teacher with five year's of experience with an AA (Master's) degree. SR1 CPSA understands teachers may meet the assumed pay scale, fall below the assumed pay scale or exceed the pay scale. Salaries will be 2.5% higher than salaries in the highest performing district in the area. An inflationary adjustment of 2% per year is added to personnel expenses.
- Teacher assistants ($20,000) (6 FTE) will start in year 1. Three additional FTE will be added in year 2 based on the addition of three new 2nd grade classes.
- Specialty teachers: There will be one music teacher ($43,750) (.5 FTE) in years one and two and (1 FTE) for years three through five. There will be one physical education teacher ($43,750) (.5 FTE) in years one and two and (1 FTE) for years three through five as the school enrollment increases. In year two, there will be a gifted teacher ($43,750) (1 FTE) added. In year three, a second special education teacher ($43,750) (1 FTE) will be added if needed.

- Other-Instructional consist of ELL Teacher ($43,750) (1 FTE) in years one through five.
- There will be a STEM Instructor ($43,750) (1 FTE) in years one through five.
- Librarian/Interventionist ($43,750) (1 FTE) in years one through five.

Non-Instructional Personnel Costs

- Nurse ($51,000) (.5 FTE) for years one through five.

- Custodian ($24,000) (1 FTE) for years one through five and a second custodian ($24,000) (1 FTE) will be added for years four and five.
- Information Technology Specialist ($30,000) will be (.5 FTE) for years one and two and (1 FTE) for years three through five as the school enrollment increases and technology needs increase (i.e. state testing).

Payroll Taxes and Benefits

- Fringe benefits (22.75%): Social Security – 6.2%; Medicare 1.45%; State Unemployment .2%; Workers Compensation Insurance .90%; Health Insurance 7%; Dental Insurance – 2%; Vison Insurance 2%; Retirement Contribution 3%.

- To offer more affordable insurance coverage, employees will have 100% percent of insurance paid by SR1 CPSA. Spouses and children of employees will be eligible for comprehensive health benefits

- There will be 26 FTEs in year one, 33 FTEs in year two, 38.5 FTEs in year three, 43.5 FTEs in year four, and 46.5 FTEs in year five.

Contracted Services

- Accounting/Audit ($7,000) & Legal Service ($12,000) will be used to ensure compliance.
- School Meals/Lunch ($99,000) Contracted Food Service/School Lunch includes (2 FTE and .5 FTE) contracted staff, benefits, food purchasing, and needed equipment to stay within USDA, MDE and Mississippi State Department of Health compliance.
- Payroll service ($7,000) such as (ex. Paychex) will be contracted for payroll.
- Speech Specialist ($16,500) and Behavior Specialist ($10,000) will be contracted beginning in year one.
- Substitute teacher ($9,000) pay for persons who fill classroom vacancies when the regular teacher is unavailable; e.g., because of illness, personal leave, or other reasons for year one through five with a five percent increase per year for years two through five.

School Operators

- Board Expenses ($3,000) will include professional development training.
- Classroom/Teaching Supplies & Materials ($45000) and Special Ed Supplies & Materials ($3,360) (lab supplies, etc.) are to reach student academic and social goals.
- Textbooks/Workbooks ($45,000) will be used for classes and include virtual lab equipment.
- Supplies and Materials ($9,000) are non-curricula based general school supplies and materials.
- Equipment/Furniture ($77,000) instructional equipment and furniture that promotes diversity of learning styles and different modes of instruction.
- Telephone ($7,000) cost does not include internet cost.

- Technology ($28,000) includes mobile devices for students, staff computers, wireless routers, projectors, and security for devices along with installation.
- Student Testing & Assessment ($6,000) will allow for baseline testing and measuring growth along with mandatory state testing.
- Educational Field Experiences (Field Trips) ($2,500) will be used to promote the application of classroom learning.
- Transportation (student) ($35,000) for safe student travel to and from school will be contracted with a duly licensed and approved school bus service contractor.
- Office Expenses ($7,000) will cover general office expenses to achieve school goals and objectives.
- Staff Development (Professional Development) ($12,000) will provide school staff with professional development support to achieve school goals and objectives.
- Staff Recruitment ($2,000) for recruitment and retention of high-quality teachers.
- Student Recruitment/Marketing ($4,500) will employ strategic marketing for a strong institutional brand to recruit and retain students.
- Staff travel ($2,000) as needed for travel to various educational and professional development events.
- Background Checks ($1,500) for staff that includes federal and state background checks.

Facility Operation and Maintenance

- Insurance ($30,000) policies to protect students, faculty, facility, and school board. Will increase in years two through five.
- Building and Land Rent/Lease ($35,000) facility is estimated at $5-10/square foot based on estimated facility size - $35,000 in year one, $98,000 in year two, $151,900 in year three, $167,090 in year four and $200,508 in year five. SR1 CPSD has a several facilities options that are within these budget parameters.
- Repairs & Maintenance ($5,000) are projected to cover repair/maintenance cost of facility, furniture, and equipment. The cost will increase each year with additional space.
- Security Service ($11,000) includes technology and personnel for security in order to provide a safe and orderly learning environment. Cost projected to increase based on increased enrollment and increase in facility size.
- Utilities ($18,000) will cover general utilities needed to operate the school and will increase each year.

Reserves/Contingency: SR1 CPSA will maintain $70,000 in reserves/contingency for year one. The amount will increase to $74,900 in year two, $85,386 in year three, $97,340 in year four and $117,781 in year five. Funds are set aside for use in economic uncertainties.

Depreciation and Amortization: $15,000 based on capitalized equipment. Depreciation and amortization amount is based on GAAP straight line method with a useful life of five years.

b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Because of the anticipated generous support of local donors and its relationship with the community and private and public donors SR1 CPSA currently has secured funds for our initial school year that will be able to support a start-up year for key staff and incubation year, as well as shared staffing with the charter holder and oversight of the Board. Based on discussion and previous experience of key staff and board members in securing funding of over $20 million dollars in state and federal funding, SR1 CPSA foresee a minimum of $300,000 in state and federal funding combined in year 1. SR1 CPSA has secured fundraising and private donations of the amount of $150,000 that is for unrestricted use if needed. If there is a need for additional funds SR1 CPSA can acquire a business line of credit with a banking institution using our current charter holder assets which are valued at or more than $500,000 to exclusively cover one-time startup expenses related to the launch and opening of SR1 CPSA. If this emergency plan is needed we anticipate paying back the line of credit within 24 months.

Donor	Amount
Fundraising and Anonymous Local Donors	$150,000
Incubator/Contingency plan line of credit	$500,000

Beyond our Incubator/Contingency plan line of credit SR1 CPSA has a financial contingency plan that is based on a worst-case scenario in case anticipated revenues are not received or are lower than estimated. The plan will automatically be generated if at least four of the following are triggered: (1) Funding shortfalls (i.e. federal, state, and local) that cause organizational hardships (2) cash reserves totaling less than two percent beginning in year two; (3) total indebtedness exceeds seventy percent of total expenditures; (4) revenues total less than ninety percent of the total operations expenditures; or (5) student enrollment is down by ten percent or more.

If the contingency plan is triggered beyond the scope of $500,000 and no public and private donations are secured, operation expenses will be cut as soon as feasibly possible by reducing (1) other than personnel expenses, and then (2) payroll as required. Priority reductions will include (1) elimination or reduction of time and effort of non-instructional positions; (2) elimination of non-core instructional staff; and (3) reduction of salaries and benefits for all staff. Non-personnel line items will be reviewed to identify any potential funding realignment .Under no circumstances will student enrollment be decreased, but may be increased, only with the approval of the authorizer.

The Board will accept recommendations from the Executive Director as to which step or combination of steps to prioritize, but the Board will make the final decision.

c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

If the contingency plan is triggered in year one, the following steps will be implemented:

1. Reduction of other than personnel expenses

2. Elimination or reduction of time and effort of non-instructional positions: The non-instructional staff except the Principal and Executive Director will be reduced in time and effort, consistent with student enrollment and the instructional needs of students.

3. Elimination of non-core instructional staff: All efforts will be made to minimize the impact on the learning environment.

4. Reduction of salaries and benefits across the board: Salaries will be reduced by up to five percent. Health, dental, and vision will move from one hundred percent coverage by SR1 CPSA to a seventy-five percent coverage with twenty-five percent coverage being met by the staff.

5. Review of line items for possible budget changes such as office expenses, security services, staff travel, and janitorial supplies. At no time under the contingency plan will student recruitment of chartered student enrollment expectations be decreased.

The Board will accept recommendations from the Executive Director as to which step or combination of steps to prioritize, but the Board will make the final decision.

- I certify that all 2020 Request for Proposals components submitted via Epicenter are the final versions of my organization's submission for the Mississippi Charter School Authorizer Board's 2020 Call for Quality Schools Request for Proposals. By submitting this Final Submission Certification requirement, I confirm that I will no longer have the ability to edit my submissions and my proposal is complete and ready for evaluation.

Date of Submission April 30
School Name SR1 CPSA
Student Enrollment 23

ITEM

Revenues
REVENUES FROM LOCAL SOURCES
Ad Valorem Taxes from Local Governmental Unites
Other Taxes
Revenue in Lieu of Taxes
Transportation Fees
Earnings on Investments
Food Service (Income from Meals)
Student Activities
Revenue from Community Services Activities
Contributions and Donations
Other (Exclude Amounts on Lines 7-16)
TOTAL REVENUES FROM LOCAL SOURCES
REVENUES FROM STATE SOURCES
Unrestricted Grants-In-Aid
MAEP and Per Capita
Other Unrestricted Revenues
Restricted Grants-In-Aid
TOTAL REVENUE FROM STATE SOURCES
REVENUES FROM FEDERAL SOURCES
Unrestricted Grants-In-Aid Direct from the Federal Government
E-Rate

Impact Aid - Maintenance and Operation
Other Unrestricted Grants - Direct
Restricted Grants-In-Aid Direct from the Federal Government
Impact Aid - Construction (P.L. 81-815)
Other Restricted Grants - Direct
Charter School Program Grant
Restricted Grants-In-Aid from Federal Govt. **through the State**
Title III - Language Instruction for LEP & Immigrant
Title I
Migrant Education
School Improvement Grants - CFDA #84.377A
State Assessments - Federal program funds allowed under CFDA #84.369
Title VI
Title V-A - Innovative Programs
Social Services CFDA#84.027
Special Education
Adult Education
Career and Technical Education
Title IV
Technology Literacy Challenge
USDA Reimbursement - School Breakfast Program
USDA Reimbursement - National School Lunch Program (includes Fruits and Veg)
USDA Reimbursement - Summer Food Service Program
Donated Commodities
Extended Day Reimbursement
FDC Homes Pass-Through Funds
FDC Homes Administrative Funds
Title II
Workforce Investment Act (WIA)
Education for Homeless Children and Youth (Title X-C)
CDC-Comprehensive School Health
21st Century Federal program allowed under CFDA # 84.287
Class Size Reduction
Restricted CARES Funds
Refund of Prior Year's Expenditures - Federal Only
Other Restricted Grants-In-Aid
TOTAL REVENUES FROM FEDERAL SOURCES
OTHER FINANCING SOURCES (Provide Detail)
TOTAL REVENUES FROM OTHER FINANCING SOURCES

TOTAL REVENUES
Expenditures
SALARIES (Object 100 Series)
Teachers and Professional Personnel
Instrutional Aides and Assistants
Clerical
Other Employees
Substitute Teachers
Part-Time Personnel
Other Temporary Employees
Overtime Salaries
Compensated Absences Payments
Performance Based Salary Incentives
Other Salary Incentives (Excludes Amounts on Lines 83-92)
TOTAL SALARIES
EMPLOYEE BENEFITS (Object 200 Series)
Group Health Insurance
Group Life Insurance
Social Security Contributions
Retirement Contributions
Unemployment Contributions
Tuition Reimbursement
Workmen's Compensation
Health Benefits
Other Employee Benefits (Excludes Amounts on Lines 98-105)
TOTAL EMPLOYEE BENEFITS
PURCHASED PROF. & TECH. SERVICES (Object 300 Series)
Official / Administrative Services
Professional / Educational Services
Curriculum Improvement Educational Consultants Services
Counseling and Guidance Services
Other Professional / Educational Services
Management Company Services
Medical Doctors
Lawyers
Architects
Accountants
Auditors
Nurses
Other Professional Services

Data Processing Services
Purchasing Services
Warehousing Services
Other Technical Services (Excludes Amounts on Lines 109-124)
TOTAL PURCHASED PROF. & TECH. SERVICES
PURCHASED PROPERTY SERVICES (Object 400 Series)
Water & Sewer
Electricity
Natural Gas/Propane
Telephone
Other Utility Services
Custodial Services
Lawn Care
Waste Disposal
Other Cleaning Services
Repairs and Maintenance Services
Rental of Land and Buildings
Rental of Equipment
Other Rentals
Construction Services
Other Purchased Property Services
TOTAL PURCHASED PROPERTY SERVICES
OTHER PURCHASED SERVICES (Object 500 Series)
Student Transportation Services
Insurance (Property, Liability, Fleet, etc.)
Postal Services
Advertising
Printing and Binding
Food Service Management
Travel and Per Diem
Other Purchased Services
TOTAL OTHER PURCHASED SERVICES
SUPPLIES (Object 600 Series)
General Supplies
Software
Transportation Supplies
Gas ad Oil
Food
Textbooks
Books and Periodicals (Not textbooks)

Resale Items
TOTAL SUPPLIES
PROPERTY (Object 700 Series)
Land
Buildings
Building Improvements
Computer Equipment (cost or value less than 5,000)
Computer Equipment (cost or value 5,000 and above)
Office Furniture and Equipment (cost or value less than 5,000)
Office Furniture and Equipment (cost or value 5,000 and above)
Internet Connectivity Equipment (cost or value less than 5,000)
Internet Connectivity Equipment (cost or value 5,000 and above)
Non-Capitalized Property
Improvements Other than Buildings (cost or value less than 25,000)
Improvements Other than Buildings (cost or value 25,000 and above)
Leased Property Under Capital Leases
Buses (cost or value less than 5,000)
Buses (cost or value 5,000 and above)
Mobile Equipment
Depreciation
TOTAL PROPERTY
OTHER OBJECTS (Object 800 Series)
Dues and Fees
Judgements and Claims Against LEA
Interest
Other
TOTAL OTHER OBJECTS
OTHER USES OF FUNDS (Object 900 Series)
TOTAL OTHER USES OF FUNDS
TOTAL EXPENDITURES
Excess (Deficiency) of Revenues over Expenditures
Fund Balance From Prior Year
Fund Balance at End of Current Period

MCSAB Financial Report FY____24	
	Budget for Current Fiscal Year
Year to Date Revenue/Expenses for Quarter	

MS Accounting Codes for School Districts	School Budget	Actual Year to Date Revenue /Expenses
1120	70,564.48	70564.48
1190	0	0
1210	0	0
1410-1440	0	0
1510-1540	0	0
1611-1640	0	0
1710-1799	0	0
1800-1850	0	0
1920	350000	277231.69
1910-1999	0	0
	420564.48	347796.17
3150	931,582.00	700,478.68
3190-3199	35,064.00	26,298.00
3210-3299	0	0
	966646	726776.68
4120		0

4130		0
4190-4199		0
4310		0
4390		0
4399		0
4403		0
4405	121,406.00	0
4406		0
4407		0
4408		0
4410		0
4414		0
4415		0
4420	1,682.00	0
4430		0
4435		0
4440		0
4445		0
4451		0
4452		0
4453		0
4454		0
4455		0
4456		0
4457		0
4460		0
4470		0
4473		0
4474		0
4475		0
4476		0
4477		0
4479		0
4480-4499		0
	123088	0
6100-6975		0
	0	0

	1510298.48	1074572.85
111	380,467.50	250672.24
112	44,000.00	18025.8
113	55,000.00	39781.25
114-119	30,000.00	19768.94
121		0
122		0
123-129		0
131-139		0
151-170		0
171		0
172		0
	509467.5	328248.23
210	52,968	31247.58
215	0	0
220	38,974.26	24506.88
230		0
240		0
250		0
260		0
270		0
291-299		0
	91942.26	55754.46
[redacted]	[redacted]	2,086.80
320	25,000	23,589.20
321	0	0
322	0	0
323-329	[redacted]	[redacted]
323		0
331		0
332	[redacted]	[redacted]
333	17,000	16883.57
334		0
335		0
336		0
337-339	[redacted]	[redacted]

341		0
342		0
343		0
344-349		0
	73100	67790.34
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	2526
[redacted]	[redacted]	1050
[redacted]	[redacted]	2121.45
415-419		867.99
421		0
422		0
[redacted]	[redacted]	1078
424-429		0
431-439	12000	11214
441	19500	17726
442		0
443-449		0
450		0
490		0
	42800	37333.44
510		[redacted]
[redacted]	[redacted]	4889.79
[redacted]	[redacted]	306.7
540	15000	14728.88
550		0
570	33400	24651.25
580		0
590		0
	54400	44576.62
610	40000	28050.93
611	70000	61424.77
620-629		0
630-639	[redacted]	[redacted]
641-649	15000	11382.87
651		0
652-659	5,000	0

661-669		0
	135200	104422.59
710	30000	16398.81
721-725		0
728-729		0
731	25000	22428.38
733		0
735	11000	8727.79
737		0
738		0
739		0
740		0
751		0
753		0
755-768		0
773		0
774		0
775-776		0
790		0
	66000	47554.98
810		0
820		0
830		0
840-890		0
	0	0
990		0
	0	0
	972909.76	685680.66
0	537388.72	388892.19
0	537388.72	388892.19

Ending:3	

Remaining Budget	% of Total Budget Collected /Spent	Comments / Assumptions
0	100.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
72768.31	79.21%	
0	0.00%	
0		
72768.31	82.70%	
0		
231103.32	75.19%	
8766	75.00%	
0	0.00%	
239869.32	75.19%	
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0	0.00%	
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0	0.00%	
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0	0.00%	
0	0.00%	
121406	0.00%	
0	0.00%	
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1682	0.00%	
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123088	0.00%	
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435725.63	71.15%	
129795.26	65.89%	
25974.2	40.97%	
15218.75	72.33%	
10231.06	65.90%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
181219.27	64.43%	
21720.42	58.99%	
0	0.00%	
14467.38	62.88%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
36187.8	60.64%	
13.2	99.37%	
1410.8	94.36%	
0	0.00%	
0	0.00%	
829.4	90.78%	
0	0.00%	
0	0.00%	
1345.36	86.55%	
116.43	99.32%	
0	0.00%	
0	0.00%	
0	0.00%	
1594.47	84.06%	

0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
5309.66	92.74%	
450	62.50%	
474	84.20%	
250	80.77%	
2378.55	47.14%	
-867.99	0.00%	
0	0.00%	
0	0.00%	
222	82.92%	
0	0.00%	
786	93.45%	
1774	90.90%	
0	0.00%	
0	0.00%	
0	0.00%	
0	0.00%	
5466.56	87.23%	
0	0.00%	
110.21	97.80%	
693.3	30.67%	
271.12	98.19%	
0	0.00%	
8748.75	73.81%	
0	0.00%	
0	0.00%	
9823.38	81.94%	
11949.07	70.13%	
8575.23	87.75%	
0	0.00%	
1635.98	68.54%	
3617.13	75.89%	
0	0.00%	
5000	0.00%	

0	0.00%	
30777.41	77.24%	
13601.19	54.66%	
0	0.00%	
0	0.00%	
2571.62	89.71%	
0	0.00%	
2272.21	79.34%	
0	0.00%	
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0	0.00%	
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18445.02	72.05%	
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287229.1	70.48%	

SR1 CPSA CSP Subgrant Budget Narrative—YEAR 1

SR1 CPSA requests a One-year (renewable at the end of the term per approval from MCSAB to continue operations) **totaling $300,000**. In Year 1 (ending September 30, 2025), the grant will be for $300,000.

**Please note "CSP Year" aligns with a school's grant years, not its launch year (Year 0, etc.) or the school year. Because CSP is a federal grant, the grant year is October-September.*

SUMMARY

Budget Categories	**CSP Year 1 2024-2025**
Personnel	$0.00
Fringe	$0.00
Travel	$0.00
Equipment	$209,538.75
Supplies	$60,461.25
Contractual	$30,000
Construction	$0.00
Other	$0.00
Total Direct	$300,000
Indirect Costs	$0
Stipends	$0
Total Costs	$300,000

Annual Allocation by Category

Planning funds may not be spent after 18 months from the date of the award or after school opens and state and local funds are available, whichever comes first. Implementation funds may not be spent until the school has a charter AND a facility contract. ***Planning and implementation funds may be spent concurrently in the first year of a CSP award, prior to school launch.***

Category	CSP Year 1
Planning	$0.00
Implementation	$300,000
TOTAL	$300,000

DIRECT COSTS

PERSONNEL **$0.00**

Not Applicable. SR1 CPSA is not requesting personnel as it is only allowable during the planning period.

FRINGE **$0.00**

Not Applicable. SR1 CPSA is not requesting fringe as it is only allowable during the planning period.

TRAVEL **$0.00**

Not Applicable. SR1 CPSA is not requesting travel.

EQUIPMENT **$209,538.75**

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit or total acquisition cost of bulk purchase

which equals or exceeds the lesser of $5,000 or the capitalization level established by the school for financial statement purposes. Equipment is almost always considered an implementation cost.

SR1 CPSA requests a total of $209,538.75 for equipment.

Equipment	Planning	Implementation	TOTAL
Bus (2)		$116,553.00	$116,553.00
Digital Whiteboards (5)		$18,985.00	$18,985.00
Active Learning Furniture		$74,000.75	$74,000.75
TOTAL	$0	$209,538.75	$209,538.75

Bus- The school buses will enable SR1 CPSA 's transportation's department to meet the needs of the growing student population and provide safe and efficient transportation services for the students we serve. Estimated 2 bus x $127,000 per bus unit. Requesting $116,553 to apply towards the purchase of two buses. The remaining cost has been secured through donations. This is a one-time, start-up cost and SR1 did not receive CSP money for transportation-related costs under MCSAB

Digital Whiteboard- SR1 CPSA will purchase five digital whiteboards to accommodate its student growth while maintaining a robust, engaging learning environment with a STEM focus. Estimated one (1) digital whiteboard at $3,797 per unit. Five (5) digital whiteboards x $3,797 per unit= $18,985.

Active Learning Furniture	**Amount Requested**
Twenty (20) Cascade Mega-Case Cubby-Open 6 Cubbies with casters x $885 (per unit)	$17,700
Seventy-five (75) student interchange wing desks with casters x $341.34 (per unit)	$25,600.50
Seventy-five (75) student flavor chairs with casters x $122.67 (per unit)	$9,200.25
Six (6) Cascade Teacher Desk-Single Bullet Box/Box/File with Sit and Stand mobile instructional stand x $2,500 (per unit	$15,000

Active Learning Furniture	Amount Requested
Five (5) Cascade End Panels with Pegboard Mega Case Open, 15 - 3" Totes Frame and Peg Board Platinum x $1,300	$6,500
Total	**$74,000.75**

SUPPLIES **$60,461.25**

Supplies include all tangible personal property other than those described in the definition of Equipment. ***An item is a supply if the acquisition cost of an item or the bulk purchase is less than the lesser of $5,000 or the capitalization level established by the school for financial statement purposes.*** *Supplies may include planning and implementation expenses; however, any supplies for school operations are implementation expenses ONLY. Only one-time, start-up costs are allowable; consumable supplies or subscriptions (e.g., workbooks, software licenses) are only allowed as a one-time, start-up cost and may only be charged each year if necessary for the start-up related to a growth in student population.*

SR1 CPSA requests a total of $60,461.25 for supplies, in in implementation.

Supplies	Planning	Implementation	TOTAL
Student Computing Devices		$27,056.25	$27,056.25
Student Computing Devices Security & Safety Storage		$8,406	$8,406
School/Office Supplies		$24,999	$24,999
TOTAL		$60,461.25	$60,461.25

Implementation

✓ We plan to purchase the following items for Year 1 implementation of the grant:

Student Computing Devices- SR1 CPSA is working towards the goal of one-to-one-student computing devices to support its robust STEM infused learning environment. Estimated 75 student computing devices x 360.75 (per unit) = $27,056.25

Student Computing Devices Security and Safety Storage- SR1 CPSA is working towards the goal of one-to-one-student computing devices to support its robust STEM infused learning environment. These devices need to be protected from damage and theft. Estimated 2 student computing devices storage (with safety storage covers) x $4,203 (per unit) = $8,406.

School & Office Supplies-SR1CPSA will utilize school supplies to support student learning and classroom materials (i.e. lab supplies, pencils, paper, folders, readers, sight word cards, crayons, printed learning material, etc) and office supplies (i.e student cumulative folders, copy paper, etc) Estimated spending $333.32 in supplies per student. 75 students x $333.32 = $24,999.00

CONTRACTUAL **$30,000**

Contractual items include both planning and implementation items. Implementation items MUST

NOT include recurring operational costs.

Summary

SR1 CPSA proposes to spend $30,000 on contractual services for Year 1.

Contract Purpose	Planning	Implementation	Total
Learning Curriculum		$30,000	$30,000
TOTAL		$30,000	$30,000

✓ CSP Year 1 Implementation:

Learning Curriculum- Learning curriculum to ensure students meet mastery in math and language arts at/above grade level. Curriculum requests is for new/incoming students. 75 students x $400 per student= $30,000

CONSTRUCTION

SR1 CPSA is not requesting any construction costs.

OTHER

SR1 CPSA is not requesting "other" costs.

INDIRECT

SR1 CPSA is not requesting indirect costs.

STIPENDS

SR1 CPSA is not requesting any stipends (e.g., general living expenses).