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: Shades of Elegance Corporation
Primary contact person: Dr. T.J. Graham
Mailing address:
Street/PO Box: 27 Forbes Cove
City: Byram State: MS Zip: 39272
Phone Number: Day: (901) 517-8928 Evening: (901) 517-8928
Email: graham.tj@yahoo.com

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

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. T.J. Graham</td>
<td>Math Department Chair - KIPP Memphis Preparatory Middle School</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Ms. Shantal Johnson</td>
<td>Grade 7 Science Teacher - KIPP Memphis Preparatory Middle</td>
<td>School Leader (Principal)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>State</th>
<th>Authorizer</th>
<th>Proposed School Name</th>
<th>Application Due Date</th>
<th>Decision Date</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Planned School Name</th>
<th>City</th>
<th>State</th>
<th>Opening Date</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Authorizer</th>
<th># of Schools</th>
<th>City(s)</th>
<th>State</th>
</tr>
</thead>
</table>
## School Information

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

<table>
<thead>
<tr>
<th>Proposed School/Campus Name</th>
<th>Grades served: year one</th>
<th>Grades served: capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truth Academy STEAM Charter School</td>
<td>K - 6</td>
<td>K - 8</td>
</tr>
</tbody>
</table>

### Proposed Location

**School District:** Sunflower County Consolidated School District

**Address of identified facility if applicable:** 188 Green Avenue - Drew, MS 38737

### Projected Demographic Information

<table>
<thead>
<tr>
<th>%FRL:</th>
<th>%SpEd:</th>
<th>%ELL:</th>
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</thead>
<tbody>
<tr>
<td>100%</td>
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<td>1%</td>
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</table>

### Model/Specialty (check all that apply)

- Alternative
- Arts
- Blended Learning
- Career and Technical Education
- College Prep
- Disability (list): Language Immersion
- Montessori
- Other (list): STEAM (STEM Arts-infused)
- Military
- STEM

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

**Name of proposed candidate:** Ms. Shantal Johnson

**Current employment:** KIPP Memphis Preparatory Middle School

**Phone Number:**

<table>
<thead>
<tr>
<th>Day: (662) 721-6046</th>
<th>Evening: (662) 721-6046</th>
</tr>
</thead>
</table>

**Email:** shantalk81@gmail.com

### Campus Enrollment Projection:

<table>
<thead>
<tr>
<th>Academic Year (specify)</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grade Levels Served</th>
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<tr>
<td>Year one</td>
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<td>140</td>
<td>K - 6</td>
</tr>
<tr>
<td>Year two</td>
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<td>K - 7</td>
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<tr>
<td>Year three</td>
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<td>320</td>
<td>K - 8</td>
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<tr>
<td>Year five</td>
<td>360</td>
<td>360</td>
<td>K - 8</td>
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<tr>
<td>At Capacity</td>
<td>360</td>
<td>360</td>
<td>K - 8</td>
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</tbody>
</table>
Executive Summary Narrative

Mission
The mission of Truth Academy STEAM Charter School is to engage and prepare future-ready students through a rigorous standards-based education that uses an arts integrated STEM framework and to provide the underpinnings for every child to be successful in college, work, and life. Truth Academy STEAM Charter School graduates are expected to immediately take advantage of opportunities through post-secondary institutions and businesses.

Vision
Shades of Elegance Corporation envisions that Truth Academy’s STEAM graduates will be self-motivated, creative, and innovative thinkers and problem-solvers that are prepared to be trailblazers and leaders in the 21st century global workforce.

Educational Need and Anticipated Student Population
As is the case in most schools, located in the Delta of Northeast Mississippi, the demographics of the two schools located in the city of Drew reflect their community; therefore, they have been identified as school-wide project Title I - eligible schools. One hundred percent of the students in both A.W. James Elementary and Drew Hunter Middle schools are projected to qualify for free or discounted lunch. According to the Mississippi Department of Education, the SCCSD has continued to earn a district grade of “D” over the last five years. In conversations and interviews with citizens of Drew, it was apparent that there is an interest in reviving the pride that once existed in this small town’s schools. In their words, “everything centered around the schools in Drew: the schools were our source of community pride.”

Education Plan/School Design
The proposed charter school hopes to rekindle community interest in is schools and education in general, through the implementation of an innovative educational program that lauds students’ talents, challenges their academic abilities technology interests, and enriches their lives through the arts. STEM + Arts or STEAM as its instructional model, Truth Academy STEAM Charter School’s (TASCS) instructional focus is centered on a STEAM Pedagogy, framed by STEM education in one or more of the science, technology, engineering, and mathematics disciplines.

Community Engagement
We plan to visit local businesses and community organizations to encourage active support for school attendance, achievement and healthy behavior. During the school year, we will host monthly “Monday Family Night” meetings with academic themes which celebrate and recognize students for attendance, academic achievement or improvement. Additionally, we will send flyers home with students, school personnel and parent volunteers will make telephone calls to families to invite them to attend the Monday Night meetings and to offer transportation.

Leadership and Governance (Proposed Leadership Team)

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. T.J. Graham</td>
<td>Grade 8 Pre-Algebra and Algebra I Teacher/Math Department Chair - KIPP Memphis Preparatory Middle School</td>
<td>Executive Director</td>
</tr>
</tbody>
</table>
Ms. Shantal Johnson  | Grade 7 Science Teacher/ KIPP Memphis Preparatory Middle School | School Leader (Principal)  
James Potts  | Iraq/Afghanistan War Veteran | Board Chair  
Hazel Harris  | Vice Mayor, City of Drew | Board Vice Chair  
Viscia Pointer  | Correctional Case Worker | Secretary  
Jennie Lewis, CPA  | CPA and Entrepreneur | Treasurer  
Terry Tyler  | Chief of Police (Drew, MS) | Sergeant-at-Arms  

**Enrollment Summary**  
**Proposed Growth Plan Table**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
<th>Year 1 2018-19</th>
<th>Year 2 2019-20</th>
<th>Year 3 2020-21</th>
<th>Year 4 2021-22</th>
<th>Year 5 2022-23</th>
<th>Capacity 2023-24</th>
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<td>K</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>140</td>
<td>200</td>
<td>260</td>
<td>320</td>
<td>360</td>
<td>360</td>
</tr>
</tbody>
</table>

**Growth Plan Narrative**

Truth Academy STEAM Charter School will initially focus on recruitment and the development of a K-6 body of students for Years 1 and 2; then shift its focus to increase retention by Year 3 of operation. The rationale for targeting these grades is to provide a non-traditional alternative educational environment for those elementary and early middle school students, who consistently perform poorly in the traditional school environment. The growth plan anticipates a minimum of capital outlay with a maximum of Truth Academy’s personnel participation to achieve the outcome of full attendance as projected.

In the school’s first year, the school will admit 20 students per grade (K - 6) for a total enrollment of 140 students. In Year 2 of operation the school will admit 60 additional students (40 kindergarteners and 20 new first graders) for a total of 200 students. In Year 3, TASCs will open a new section of third graders for a total of 260 students. In Year 4, TASCs will admit 40 more students (20 in Grade 5 and 20 in Grade 6) for a total of 320 students. In year 5, the school will enroll 20 additional 8th graders for a total of 360 students. At peak enrollment, Truth Academy STEAM Charter School will enroll 360 students, or as many as are permitted by law.
Section 1: Educational Program Design & Capacity

Program Overview
Truth Academy STEAM Charter School (TASCS) will use the STEM plus Arts (STEAM) approach to educate its students. STEAM is an approach, which uses STEM and the arts to promote learning that is both skill- and process-based. STEM education over the years has been praised for the endemic and enduring connections it brings to teaching and learning. However, STEM is more than just robotics and coding classes. STEM is the deliberate connection between two or more selected content areas to drive instruction through observation, inquiry and problem solving. STEM education provides a teaching and learning environment that not only strengthens the skills in science, technology, engineering and mathematics, but also the resources to connect these skills through the core processes of interpretation, communication, analysis and synthesis. Our STEAM approach will bring together the critical components of how and what, and blend them together with why. In short, our STEAM model will empower TASCS teachers to teach through integrated targets, where information is curated, shared, explored and molded into alternative ways of seeing and being through collaborative risk taking and creativity. Our students will use the skills and processes learned in science, technology, engineering, mathematics, and the arts, to think deeply, make deeply thought-out inquiries and solve complex problems.

Research has shown that arts integration is an instructional approach, which provides students with the opportunity to explore multiple content areas simultaneously. Arts integration engages students in learning any content area in and through the arts. This means that any subject could be taught through the intentional connection to an arts standard that is seamlessly aligned. Therefore, it is conceivable and even likely that a visitor to TASCS would witness students reading about a Renoir or a Picasso painting, using Common Core ELA Standards and visual arts standards. Moreover, we envision that our students would be taught to explore the scientific method through the elements of music. Like STEM, the STEAM approach is not simply "extracurricular" but the authentic connection of standards, which are taught together and assessed equitably. Students will be able to access skills, talents and processes learned in the arts classroom to explore other topics and develop a personal understanding of both content areas.

Curriculum and Instructional Design
Description of the Basic Learning Environment - Each classroom will reflect the technology/arts-based learning model that we have selected. At Truth Academy STEAM Charter Schools founders believe that school should be relevant, fun, and a mechanism by which transferable life skills are built. It is our aim to push beyond the boundaries of the traditional learning environment by developing intriguing curriculum and compelling learning experiences that serve as a bridge between student achievement and engaging relevant instruction. In our relentless pursuit of quality, innovative instruction, the following core elements define Truth Academy STEAM Charter School’s educational design:
1. STEAM
2. Rigorous Curriculum Design
3. Integrated Instruction
4. Problem-Based Learning
5. Partnerships
Core Element 1- STEAM Pedagogy: STEM is an acronym for Science, Technology, Engineering, and Mathematics and usually refers to education in one or more of these disciplines. Major steps have been taken to improve the U.S.’s competitive position through greater emphasis on the need for improved STEM education at all levels of our schools and universities. In the new global economy, an education with a STEM focus is a vital step towards providing citizens with the needed skills and technological familiarity that will enable them to take part in the exciting economies of the future. There has been concern, however, over the past several years of a decline in STEM education in the United States. Despite graduating from science and engineering programs, there are a number of STEM graduates that still cannot find jobs. Although they have the STEM skills, they often lack the creativity and innovation that is also needed in the 21st workforce. The emerging STEAM pedagogy is supported by research demonstrating that increased student engagement, creative thinking, and innovation will result by adding “A” for “Art” to bridge STEM to STEAM. Integrated Arts is an approach to learning that engages students in a creative learning process, connecting the arts with traditional subjects like language, math, science, and history. This approach enhances the learning experience as a whole, helping students achieve greater comprehension of traditional subject matter while experiencing the joy of expressing themselves through music, theatre, dance, and the visual arts.

Truth Academy STEAM Charter School founders have identified the STEM + Arts integration model (STEAM) as one that is necessary in addressing the whole child and preparing them for a future in whatever career path they choose, by implementing the STEM process integrated with the arts. This new process leads students through distinct levels of research, planning, creation, and reflection. STEM is so much more than just subject matter. STEAM at TASCS will be defined by the STEM process by which students will research global issues, imagine solutions, plan an invention or new procedure, and ultimately create, reflect on, and modify that invention or procedure through the integration of the visual and performing arts. By teaching the process and not just the stand alone subjects STEAM is associated with, TASCS will transform our classrooms into laboratories by encouraging curriculum that is driven by problem-solving, discovery, and exploratory learning by using art and design skills.

At TASCS, students will engage in STEAM lessons, which are thematic lessons that integrate all subjects and utilize the engineering design process to help students transfer knowledge. For example, in the kindergarten unit “Becoming A STEAMineer,” students will use science and engineering concepts to possibly help a Toy Company (“Toyz-R-Us,” for example) reinvent the game of Twister. Students will work together in teams as they learn about primary colors and the color wheel to predict and develop new colors by mixing different color pairs. With the help of their teacher and resident artists, students will redesign the game of Twister by adding their new colors and create a diagram of their new invention. Throughout the unit, students will record their learning end results in their science journals by using pictures, writing, or through teacher scripted anecdotal notes.

Core Element 2-Rigorous Curriculum Design: The academic focus at Truth Academy STEAM Charter School is not geared towards any one curriculum, but rather carefully aligned to the Common Core State Standards and the Next Generation Science Standards. Every lesson will be designed and implemented using the Rigorous Curriculum Design – a standards-based backwards-planning process. A rigorous curriculum is a set of intentionally aligned lessons with
clear learning outcomes, matching assessments (formative and summative), engaging learning experiences, and instructional strategies that are organized into sequenced units of study. At TASCS, the Rigorous Curriculum Design process begins during summer. Teachers from each grade level will collaborate to review the common core standards, separating them into priority standards (those needed to progress to the next grade level and will be covered on the state standardized test) and supporting standards (those that support the learning of priority standards). Teachers will then “unwrap” these two sets of standards, identifying the teachable parts (skills to be taught) and translating them into student friendly learning objects. Once this process is complete, teachers begin creating targeted units of study and engaging lessons that are aligned with the identified skills. Additionally, skill-specific assessments are created that will be analyzed during Friday cluster to make adjustments to instruction and identify individualized student-learning strategies to enhance comprehension and achievement.

**Core Element 3- Integrated Instruction:** Also referred to as “thematic instruction,” “cross content instruction,” and “multi-disciplinary instruction,” integrative instruction places emphasis on teams of teachers organizing instruction so that students are encouraged to make meaningful connections in learning rather than focusing on isolated skills and knowledge. Using themes as conceptual glue for learners helps students see the ways in which key concepts relate, leading to increased student achievement. Integrated instruction also aims to connect what is learned in school to real-life situations; thus it emphasizes critical thinking, problem solving, and inquiry. For example, in the unit “Around the World in 45 Days”, fourth grade students will take a “field trip” around the world as they learn why it is important to measure weather, compare weather patterns, and understand how weather affects humans. Students will track weather conditions in the city of Drew while also conducting a web quest to learn of weather patterns in other countries. Students then develop presentations about their country, inviting other students to come visit there. Each student group will create flyers and advertisements about their country’s weather and the activities a tourist can do. Using flip cameras, they will record a public service announcement/commercial to accompany their advertisement. Students not only add to their understanding of science concepts, but use the design and engineering process in a way that integrates literacy, mathematics, arts, social studies, and technology.

**Core Element 4- Problem-Based Learning:** Problem-based learning (PBL) requires students to use real world topics to begin in-depth investigations. PBL engages students with an authentic problem rooted in content (science, language, mathematics, or social studies), requiring that students beginning in Kindergarten learn to analyze, research, study a problem with a cultural, social, political, economic, historical, and scientific lens. In this approach, students select an issue that holds meaning for them. It may be a situation occurring within the school or one occurring outside of school in the broader community. For example, during their unit on animals, first grade students at TASCS will visit a nearby zoo or animal farm. One of the zookeepers or farmers visit their class after the field trip letting the students know there has been a problem at the zoo or farm – they need more animals, but need help from TASCS’s first graders in figuring out which new animals should be included. Throughout the project, students will consider the problem from different perspectives: as a zookeeper/farmer considering the needs of the recommended animal, as a city council member considering what might appeal to the general public, as an economist considering the budget needed to meet the animal’s needs, and as a media specialist preparing to “get the word out.” Working collaboratively, each first
grade team will have representatives from the community help them prepare and present their Public Service Announcement to a panel of experts, several of whom are mentors or consultants in the process. Students will use literacy, mathematical, scientific, artistic, speaking, listening, collaboration, technological, and presentation skills to complete the unit.

**Core Element 5- Partnerships:** Truth Academy Charter Schools’ founders aim to create a school culture that promotes community and family involvement in student achievement. Numerous arts organizations, community organizations, and individuals have agreed to serve at Truth Academy. Partnerships with the National Smithsonian Institute through a science/literacy integrated curriculum, *Arts in the Schools* artist residency program, *Winners Before and After School Learning* programs, and other organizations will enable TASCS to provide students in Drew with an educational experience that is rigorous, authentic, and fun.

**Class Size and Structure:** The class size and structure at Truth Academy STEAM Charter School promotes community, collaboration, and meaningful learning experiences for every child. We will have classes of 20 or fewer students each across all grade levels (K-8). In year 2 of implementation, kindergarten through first grade will share a full-time teaching assistant, who will provide support during literacy and numeracy blocks, during small group interventions, and as an additional layer of support during Building STEAM interventions. During literacy and numeracy blocks, TASCS’s teachers will lead whole-class instruction, as well as homogeneously grouped small-group instruction and one-on-one conferences. Through this structure, teachers can differentiate for individual learner needs, provide remedial support for students requiring assistance, and enhancement supports for students who have mastered identified objectives and are ready for more rigorous learning experiences. Consistent attention to whole group and individualized learning will ensure that all TASCS students are on the pathway to attaining their learning goals and success targets identified in their Personalized Student Achievement Plan (PSAP).

Truth Academy STEAM Charter Schools’ K-8 structure will also utilize a “looping” process. There will be four loops: K-2, 3-4, 5-6, and 7-8. Through looping, teachers are able to maximize their knowledge of students’ abilities (which supports differentiation and student advancement) and build strong relationships with students and parents. Relationships developed in looping classrooms encourage students to connect in more meaningful ways – students learn to construct knowledge together, problem-solve together, and take risks with their learning together.

**Why a STEAM School:** In most developed countries, the arts are at the margins of formal education. There are three main reasons for such: they are seen as leisure activities, nonacademic, and irrelevant to employment or the economy. They are seen separate from the main concerns of formal schooling, where the emphasis is on academic ability and especially literacy and numeracy. The founders feel that Truth Academy STEAM Charter School offers a powerful alternative vision of the arts and of education. STEM education that fosters student engagement and that is inclusive of girls, minorities, and a broad range of learning modalities among all children has given birth to the emerging STEAM pedagogy. This approach is supported by a growing research base indicating that increased student engagement, creative thinking, and innovation results by adding A for “Art” to bridge STEM to STEAM. Arts integration provides tools for creative thinking including observing, imagining, abstracting,
recognizing patterns, forming patterns, analogizing, body thinking, and synthesizing. Arts Integration has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance among youth engaged in afterschool and summer arts programs targeted toward delinquency prevention.

Overview of the Planned Curriculum - It is important to emphasize that the Truth Academy STEAM Charter School’s instructional model is not merely about curriculum, programs, or materials. In accordance with Mississippi Code 37-28-15, our proposed school’s curriculum is aligned to Mississippi State Standards and Common, with materials and texts used to enhance instructional delivery. Our model embraces the leveraging of partnerships with the community, developing meaningful cross-content connections in learning, and building school staff’s capacities for 21st Century skills including collaboration, problem solving, and risk-taking. The following curricula will add depth to our educational program in each of the respective content areas. Since we will open with grades K-6, our Executive Director has worked with curriculum specialists to devise the Kindergarten through First grade scope and sequence.

Balanced Literacy
The most effective literacy instruction involves a combination of explicit instruction with opportunities to apply skills learned in authentic reading, writing, and communication activities. Balanced literacy blends explicit instruction, guided practice, collaborative learning, and independent reading and writing. Based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell, balanced literacy allows students to receive the individualized teaching appropriate to their strengths and literacy needs. Although balanced literacy programs vary, their characteristics are consistent with Truth Academy STEAM Schools’ priority to integrate learning:

- literacy involves both reading and writing
- oral language is integrated with reading and writing
- reading instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension
- reading and writing are used as tools for content-area learning
- students are motivated and engaged when they participate in authentic literacy activities

Integrating these components of the balanced literacy framework is recommended for all students, including low socioeconomic students, struggling readers, and English language learners (ELL). In K-2, students will have 180 minutes of focused literacy instruction each morning, the focus of which is to build phonemic awareness, sight words, decoding fluency, comprehension strategies, vocabulary, letters, and language conventions in both reading and writing. Students are given mini-lessons that have been aligned to the Common Core State Standards and broken into skill specific units of study using the rigorous curriculum design process. Lessons begin with a Read Aloud. During the read aloud, the teacher reads a book, poem, or article to the class, modeling reading behaviors, accuracy, and fluency while also developing students listening and reading comprehension skills (teacher asks questions and lead discussions about books before, during, and after reading).

Following the read aloud, students will participate in shared reading, where the teacher reads along with students using strategies such as echo reading and choral reading to teach students to
read with smooth, rhythmic expressions. Teachers may also use reader’s theatre (assigning parts of a script to students and use structured practice to enhance their reading). This motivates fluency and accuracy of delivery while also allowing students to perform the script in front of their classmates. Older students use this time to preview vocabulary, make inferences and predictions about characters and the text, and engage in rich student talk about characters and the text, and engage in rich student talk about thoughts or questions the text sparked for them.

Guided Reading (Literacy Centers/Independent Reading) follows shared reading and allows for small group differentiated instruction while the teacher works with small groups, other students either work independently at literacy centers (K-2) or read independent leveled books (3-8). For example, during a second grade guided reading session, the teacher will work with a group of four students on summarizing portions of a book by placing summary sentences on sticky notes. Other students work independently at the listening center (more practice with fluency needs), word sorting center (need more practice with vowel-consonant patterns), word work center (students quiz each other on word wall words and read decodable books), reading response center (students from previous day’s guided reading group work to reread the book and write in the journals), and buddy reading (students doing repeated reading to build fluency).

During word study teachers target spelling and morphemic patterns while also providing blending, sorting, and dictation activities. Finally, writer’s workshop guides students through the writing process, providing students an opportunity to demonstrate their ability to use writing skills and strategies. For example, a teacher begins writer’s workshop by asking her third grade students “why do we persuade?” After jotting down class responses, she asks students to answer, “what does it mean to persuade?” “Why do we persuade?” in their journals. As the teacher builds this foundation for how and why we persuade, students will translate these concepts into writing a persuasive letter.

We anticipate that many of our students will need to increase their academically-related general knowledge and vocabulary, which is so crucial to reading comprehension in the higher elementary grades (Chall & Jacobs, 2003; Hirsch, 2003). This will happen in several ways. By listening to adults read aloud to small groups during the breakfast period, ELA period, lunch/recess, and in after school programs, students will explore and discuss various ideas, authors and genres, expand their general knowledge, and increase their academic vocabulary and familiarity with the structure of fiction and non-fiction texts. Building knowledge within various domains greatly accelerates further information acquisition within those domains (Van Overschelde & Healy, 2001, Hirsch, 2003).

An emphasis will also be placed on oral language development and vocabulary acquisition within the classroom. Teachers will incorporate into their curriculum ideas from Bringing Words to Life by Beck, McKeown and Kucan, and Choice Words by Peter H. Johnson. In Grade K-2, the primary literacy curriculum, “Journeys’ Common Core,” will be supplemented with Text Talk, a curriculum developed by Beck and McKeown that uses excellent trade books to teach vocabulary. Students in all grades will also expand their English vocabulary using the same comprehension-based approaches used in our world language classes. In kindergarten and first grades, as in all grades, Truth Academy STEAM Charter School will teach writing using a combination of lessons, conferencing, and continuous, repeated exposure to the process of
writing. Students will write research pieces and stories pertaining to the thematic units. They
will also learn to choose their own topics and to manage their own development as they work
through a wide variety of writing projects in a sustained and self-directed way. Students will
share work with the class, engage in peer conferencing and editing, and will collect a wide
variety of work in a writing folder, and eventually in a portfolio. The Six Traits of Writing model
will be used as both a teaching and assessment tool.

In the afternoon, K-2 students will apply literacy skills to learning in the STEAM/PBL theme
block. A 180- minute literacy block is also scheduled for grades 3-8; however, this literacy
instruction will include content-based reading, including research for STEAM/ PBL units. These
students will continue to build literacy skills throughout the afternoon STEAM/PBL block.
During literacy blocks, students will be divided into ability leveled groups for differentiated
instruction as well as to work independently with the whole group, and with partners. During
STEAM/PBL blocks, however, students will be working collaboratively in heterogeneous
groups.

Reading:
For our primary reading program, we plan to use newly updated, research-based Houghton
Mifflin Harcourt, “Journeys’ Common Core.” Journeys’ Common Core is a fully integrated
Language Arts program. Kindergarteners are introduced to the concept of print through Big
Books and Read Aloud Trade Books with a special focus on vocabulary. Comprehension in
Journeys’ Common Core also begins with the Read Aloud at each grade level and is supported
by direct-skill instruction. A leading expert in small group instructions leveled each leveled
reader. Graphic organizers are introduced early in each lesson and reinforced throughout the
week with each piece of literature and leveled test. Differentiated small-group instruction is
supported by weekly to-do lists for individualizing instruction and ready-made workstations to
keep students engaged and on task during independent time.

Writing:
Truth Academy STEAM School will use the writing process and the Write from the Beginning
…and Beyond (WFTB) as its core-writing program. Write from the Beginning utilizes Thinking
Maps as the foundation for mini-lessons in both writing and reading comprehension. Thinking
Maps is a compilation of eight visual patterns, each based on a fundamental process (e.g., double
bubble map/comparing, tree map/ classifying, flow map/sequencing) involved in the writing
process. One of the six criteria for developing common core state standards was that they should
“include rigorous content and application of knowledge through higher order skills.” Thinking
Maps and the Write from the Beginning program allow teachers to visually represent, or map,
thinking embedded in the common core state standards. Thinking Maps provide students with the
structures to support a deeper level of understanding which will empower them to write with
more details and support.

Mathematics:
Similarly to the Balanced Literacy Framework, Truth Academy STEAM Charter School will
implement a Balanced Math program that focuses on understanding the processes and strategies
that lead to effective problem solving. The term “balanced” describes the equality of learning
opportunities for students using the five components of Independent Math, Shared Problem
Solving, Model-guided Problem Solving, Math Games and Math Facts. Students participate in all five components of the Balanced Mathematics program each day. Students will engage in whole group learning as well as small group work. In small groups, students develop social and communication skills as they pose and challenge ideas as well as seek advice from their peers. The founders of TASCs have provided a dedicated 90-minute mathematics block for grades K-8. Teachers will use the research based Singapore Math (Math In Focus) curriculum to guide instruction of the Common Core State Standards. Singapore Math focuses on children not just learning, but also truly mastering a limited number of concepts each school year. The goal is for children to perform well because they understand the material on a deeper level; they are not just learning it for the test. Singapore Math relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. In other words, students are not just learning to get the right answer, but also why the answer they get is the right answer. Singapore also relies heavily on visualization. Students learn to use model drawing to solve word problems. Instead of trying to picture a problem in their head and then writing out the equation to solve it, TASCs students will diagram the elements of a word problem first and then decode the word problem to get an answer. TASCs’s teachers will supplement the Singapore Math (Math In Focus) curriculum with common core aligned, standards-based instruction using the rigorous curriculum design, through direct instruction for specific concepts for which students may need more focused support.

One example of these supplementary curriculums is the I CAN Learn® Education System, which will be used in Grades 5 and 6. The I CAN Learn® Education System is an interactive, self-paced, mastery-based software system that includes the I CAN Learn Fundamentals of Math. The other supplementary Math curriculum is Renaissance Learning’s Accelerated Math,™ which is a K-12 software tool that creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. Both programs will be used in conjunction with the Singapore Math curriculum to add practice components and aid teachers in differentiating instruction.

**Science:**

Scientific inquiry and method will provide the backbone of science units at Truth Academy STEAM Charter School. TASCs’s founders have petitioned for an invitation to the Smithsonian Institute for the purpose of implementing Science and Technology Concepts–Elementary – an inquiry-centered science curriculum for grades K-12. This comprehensive, research-based National Science Education Standards aligned science program helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students’ prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts. The Smithsonian Institute also provides targeted professional development to schools to ensure implementation meets the unique needs of individual students. Additionally, TASCs will use Foss (Full Option Science System) Kits as a vehicle for deeper learning. FOSS is a proven inquiry-based, active learning science program that allows students to expand their science knowledge and strengthen their thinking skills through investigations, the use of technology, science-centered language development, outdoor studies, and engineering problems.
Social Studies:
Social Studies instruction at Truth Academy STEAM Charter School will involve both direct instruction and problem-based instructions. Teachers will use the Mississippi Academic Standards to drive social studies instruction while utilizing the Core Knowledge Sequence to add guiding content and resources. Teachers will use these two resources to create problem-based learning opportunities in which students read, research, and complete integrated projects. For example, after studying their unit on family and cultural traditions in the United States in the past, first grade students will identify other cultures in other countries using a map or globe. Students will then compare how family and cultural traditions are different in different cultures. Students will then use varying materials to create a “culture quilt”, with each block on the quilt depicting family and cultural traditions around the world. The culture quilt will be hung in the lobby of the school, showcasing the school’s appreciation for diversity, community, and creativity.

STEAM Kid’s Lab:
At Truth Academy STEAM Charter School, STEAM Lab or Kid’s Lab provides opportunities for students to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills. This approach will allow students to analyze and investigate ideas, shifting them away from learning isolated facts to the realization that all learning is interconnected within a bigger picture. STEAM Lab will provide students with chances to solve age appropriate problems as well as multiple opportunities to research, design, model, and test solutions. For example, a member of the Small Business Administration (SBA) visits TASC’S’s third grade class. After sharing what the SBA does, the third grade students are given a task. The city is looking for new business ideas as they continue to build the Drew community. Student teams will brainstorm ideas, decide upon a business, and (with the help of their community organization mentor) create a business plan for their prospective business. Using media, students will create a formal presentation and present their business idea at a Sunflower County Business Fair. Students will share their business idea, projected budget, description of products/services, and other compelling marketing techniques to convey the necessity of their business idea. Parents and community members will participate as presentation evaluators. Students will also complete STEAM-focused projects, yielding presentations of learning (e.g., power points, demonstrations, portfolios). All projects and interim assessments will be graded on a 0 to 5 scale with skill specific and standards driven rubrics. Along with a score, students will receive instructionally focused, academic feedback from their teacher, detailing areas of strength and improvement so that students will clearly know what to maintain and what to work on.

Music and Movement Education will be a component of the STEAM Lab experience. Integral to the STEAM/PBL pedagogy is music instruction and movement education. Brain researchers demonstrate conclusively that daily physical education plays a crucial and unique role in each child’s cognitive, psychological, and physical development (Bencraft, 1999; Jenson, 1998) and that music-making contributes to the development of essential cognitive systems including reasoning, creativity, thinking, decision-making and problem-solving (Jensen, 2000). According to brain researcher Eric Jensen, music may be the foundation for later math and science excellence. As discussed in his book, Music with the Brain in Mind (2000), Japan, Hungary and the Netherlands require music instruction beginning in the elementary and these countries score
Truth Academy STEAM Charter School will employ one full-time teacher for both music and movement education. As shown in the daily schedule, students at Truth Academy will attend music and movement classes during teacher planning time; additionally, regular classroom teachers will team with the music and movement education teachers during a themed STEAM block in order to infuse music and movement education into the core curriculum. Teachers will also receive professional development training in the arts integration that includes music and movement.

Visual and Performing Arts is another component of the STEAM Lab. Eric Jensen, who is also the author of *Arts with the Brain in Mind*, is a researcher who has compiled and reviewed research studies on the arts, the brain, and learning. In his review of musical arts, visual arts, and kinesthetic arts (including dramatic arts and dance, industrial arts and design, and recreational activities and physical education), Jensen concludes that arts are vital to educating our children and should be taught every day in our schools, just like language arts, math, science, and social studies. Research from the studies discussed in this book and the experience of countless classroom educators, support the view that visual arts have strong positive cognitive, emotional, social, collaborative, and neurological effects. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Education policies almost universally recognize the value of arts. Forty-seven states have arts-education mandates, forty-eight have arts-education standards, and forty have arts requirements for high school graduation, according to the 2007-08 AEP (Arts Education Partnership) state policy database. The Goals 2000 Educate America Act, passed in 1994 to set the school-reform agenda of the Clinton and Bush administration, declared the arts to be part of what all schools should teach. NCLB (No Child Left Behind), enacted in 2001, included art as one of the ten core academic subjects of public education, a designation that qualified arts programs for an assortment of federal grants.

Truth Academy STEAM Charter School will contract services for visual arts and performing arts instruction. Artists-in-residence (contracted artists) will work collaboratively with teachers of TASCS. Nearby organizations such as Arts-in-the-Schools, are close-proximity resources in the area that have expressed support and partnership interest with Truth Academy STEAM Charter School. See the school-wide Curriculum Description Table (Attachment 1), a summary of the Curriculum Scope and Sequence (Attachment 2), and a Curriculum Map for Grade 6 (Attachment 3).

**Description of the Primary Instructional Strategies** - Truth Academy STEAM Charter School teachers will use a wide variety of instructional strategies and methods, depending on the general and specific goals of projects and activities, and students’ different learning modalities. During the summer planning session, teachers will be trained in how and when to use different instructional tools and methods so as to support their students who are not meeting learning targets, as well as those who need more challenging work. These will include targeted small group instruction and individual instruction (made possible by having 2-3 educators in each classroom, when possible), large group direct instruction (e.g., in language classes), experiments and other hands-on work, project-based work independent study, play-based learning, thematic learning, role-playing, technology-based instruction, student presentations, and field trips (Brimijoin, Marquisee, & Tomlinson, 2003; Mitchell, Foulger, et al., 2009; Smith, Karr-Kidwell,
ELL-and SPED-designated teachers will coach classroom teachers and work with individuals or small groups inside the general education classroom, when needed. To the greatest extent possible, skills and content will be introduced through the Mississippi Curriculum Framework (MCF)-aligned, cross-disciplinary thematic units. This instructional method not only delivers foundational content and promotes student engagement, but it hones higher order thinking skills because it encourages students to synthesize, personalize, think creatively, make connections, and apply complex thinking to solve problems (Carlo, August & Snow, 2005).

Because Truth Academy’s teachers will be adept at using a range of instructional tools and methods that can be adapted to meet the needs of individual students, they will encourage high achievement and, at the same time, provide support for students at all levels. Having several adults in each classroom, when possible working under a skilled lead teacher will enable the school to offer differentiated instruction, which is beneficial to children across the achievement spectrum. When the school is in a position to have a second adult (T.A.) in the classroom, lead teachers will be carefully selected to ensure that they have progressive teaching experience within their disciplines and are qualified and committed to using progressive instructional methods in their classrooms. To that end, TASCS plans to hire teaching assistants who are committed to progressive education and are enthusiastic about gaining experience teaching in learner-centered classrooms. For full-time positions, a team composed of the Executive Director, Principal, representatives of the Board of Trustees’ Personnel Committee, and parents and students, who serve on the Advisory Personnel Committee will review applications, interview candidates, and observe a demonstration lesson as part of the hiring process. The school will also provide targeted professional development in progressive educational methods during the summer planning session and throughout the school year.

Pupil Performance Standards
Description of the Pupil Performance Standards of the School
All students at Truth Academy STEAM Charter School, students will benefit from authentic, STEM arts-integrated learning experiences. As such, Technology is integrated to make science, engineering and mathematics alive as K-5 students study in these subject areas. The research shows that STEM arts-integrated schools across the country tend to have high writing scores, meet average yearly progress (AYP) each year of NCLB mandate, have a significantly high percentage of students meeting high standards in reading (average 96%), meet high standards in math (average 98%), and an average100% of their third grade students, for example, meet third grade promotional requirements.

By the end of eighth grade, Truth Academy students will master grade level science, technology, engineering, and mathematics content, practices, and processes, integrate STEAM contents with other disciplines, answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences. Truth Academy teachers will evaluate students’ academic performance on graded classroom assignments and in quarterly Progress Reports using the following four-point scale:

(4) **Advanced:** Shows advanced understanding of relevant content and/or skills. Applies knowledge and/or skills in multiple contexts without significant errors. Works
(3) **Proficient**: Shows understanding of relevant content and/or skills. Applies knowledge and/or skills in several contexts without significant errors. Works independently most of the time.

(2) **Basic**: Shows some understanding of relevant content and/or skills. Applies knowledge and/or skills in a few contexts but does so with some errors. Does not often work independently.

(1) **Beginning**: Does not yet show understanding of relevant content and/or skills. Does not yet apply knowledge and/or skills in different contexts or does so only with significant errors. Does not yet work independently.

Progress, which will be communicated to parents in the form of reports, will list the subjects that the student is studying (e.g., ELA, math, science, social studies) and will grade his/her level of understanding for each subject (1-4). The Reports will also describe the effort students have made in striving to reach or exceed academic standards and their progress in developing good habits of judgment and work (21st century skills). Teachers will base Progress Report academic grades on students’ relative mastery of MCF learning standards (as evidenced by a variety of assessments), which will be identified in the lesson plans for each unit. Teachers will record their students’ understanding of the standards on unit performance standards checklists (UPSC), which will be kept in the students’ portfolios and will be used in grading, measuring and communicating the student’s progress to other educators and families. The UPSCs will contain the sort of detailed, standards-based, performance information listed below.

### Examples of 8th Grade/Exit Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math MCF Standard No. 8EE(7) (Expressions and Equations)</strong>&lt;br&gt;Solve linear equations in one variable.</td>
<td>1-4</td>
</tr>
<tr>
<td>a. Gives examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Shows which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form (x = a, a = a,) or (a = b) results (where (a) and (b) are different numbers).</td>
<td>1-4</td>
</tr>
<tr>
<td>a. Solves linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</td>
<td>1-4</td>
</tr>
<tr>
<td><strong>English Language Arts &amp; Literacy - 8th Grade MCF Writing Standard No. 1</strong>&lt;br&gt;Writes arguments to support claims with clear reasons and relevant evidence</td>
<td>1-4</td>
</tr>
<tr>
<td>a. Introduces claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.</td>
<td>1-4</td>
</tr>
<tr>
<td>b. Supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td>1-4</td>
</tr>
<tr>
<td>c. Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
<td>1-4</td>
</tr>
<tr>
<td>d. Establishes and maintains a formal style.</td>
<td>1-4</td>
</tr>
<tr>
<td>e. Provides a concluding statement or section that follows from and supports the argument presented.</td>
<td>1-4</td>
</tr>
</tbody>
</table>
Truth Academy STEAM Charter School

**Life Sciences (Biology) MCF Standard No. 1**

<table>
<thead>
<tr>
<th>Standard No. 1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Classify organisms into the currently recognized kingdoms accord</td>
</tr>
<tr>
<td>a.</td>
<td>Knows why it is useful to classify organisms into kingdoms.</td>
</tr>
<tr>
<td>b.</td>
<td>Knows which characteristics are used to classify organisms into kingdoms and why these characteristics (cell complexity, number of cells, ability to make food) were chosen.</td>
</tr>
<tr>
<td>c.</td>
<td>Can name the six kingdoms (Animals, Plants, Fungi, Archaeabacteria, Eubacteria, Protists)</td>
</tr>
<tr>
<td>d.</td>
<td>Can name organisms that are within each of the six kingdoms.</td>
</tr>
<tr>
<td>e.</td>
<td>Can correctly identify an organism's kingdom based on a description of the organism</td>
</tr>
</tbody>
</table>

*Note: See Attachment 4 for a complete set of proposed learning standards for Grade 8.*

**High School Graduation Requirements (for schools serving grades 9-12 only)**

N/A - Truth Academy STEAM Charter School is a K-8 School.

**School Calendar and Schedule**

**The Annual Academic Schedule for the School**

Upon approval of the application, Truth Academy STEAM Charter School proposes to open in August 2018 with 20 students per grade in grades K-6, for a total of 140 students. The school’s enrollment will more than double to 360 students in grades K-8 by its fifth year of operation (two strands for each grade). To enter kindergarten, students must be five years old as of September 1st. Each year, students will be admitted in accordance with our growth plan (See the Growth Plan Narrative in the Enrollment Summary section on page 2 of this application). At capacity, students will be admitted in accordance with Mississippi State Laws regarding student enrollment in charter schools, as seats become available.

Truth Academy STEAM Charter School will closely align its school calendar with the Sunflower County district school calendar. The school year will begin the second week in August and conclude the last week in May (see Attachment 5 for Year 1 Proposed Academic Calendar). Students will attend school for 183 days. Faculty will work 200 days in the school’s first year of operation: 183 days will be spent teaching, three (3) days will be spent in professional development, and 14 days will be spent during the summer of 2018 training, conducting student home visits, working with other teachers to review students’ records, review the curriculum, participate in the TASCS Community Weekend event, and student registration.

**Description of the Structure of the School Day/Week**

The school will open its Common Room at 6:30 a.m. for optional “Before Care” (BC), with “playtime” beginning at 7:00 a.m. (see Attachment 5 for Sample daily and Weekly Schedules). During “playtime,” students will play games and be involved in reading and other activities while waiting for breakfast to be served. The breakfast serving line will open at 7:30 a.m. School staff and volunteers will supervise breakfast. The school day will begin at 8:00 a.m. and will end at 3:30 p.m. (7.5 hrs./day). Students will have 1,372.5 hours per year of structured learning time during the regular school day and an approximate average of 1,890 in-school hours per year involved in BC, AC, or after school programs. The optional, after-school, academic support/enrichment programs and the Learning in Two Languages (LiTL), Program will run...
Truth Academy STEAM Charter School

from 3:30 p.m. to 4:00 p.m. each day (with a 15-minute snack break from 3:45 – 4:00 p.m.). The optional “After Care” (AC) program will run from 4:00 p.m. until 6:00 p.m. Students attending this program will have up to 180 hours per year of additional structured learning time, for a total of 1,530 in-school hours per year of structured learning time. Non-academic, after-school programs and sports clubs will also be available.

In the school’s first year, there will be six regular classrooms (K-6) with approximately 20 students in each, with one teacher in each classroom. Beginning in Year 2, a Teachers’ Assistant will be hired to share among the K-2 teachers. A schedule will be developed to ensure equality of time shared. Depending on need, there may also be ELL and Special Education teachers working with individuals or with small groups in the classrooms. Student teachers and volunteers will also support the classroom teachers.

School Culture
Description of the School Culture
Truth Academy STEAM Charter School’s classes, community meetings, and school programs will encourage students to be confident, responsible, positive, determined, compassionate, and reflective leaders. Friday Character Education classes will focus on deepening student understanding of concepts described in the TASCs creed such as dignity, community, and leadership. Student achievement will be dependent upon a positive, safe, caring, and vibrant school community. In order to ensure high academic standards, TASCs will maintain high personal standards. The school will require a dress code and enforce a strict code of conduct in which misbehavior will not be tolerated. The safe environment will allow classes to be focused on effective instructional practices and enable TASCs to celebrate learning and recognize each student’s academic and personal talents and accomplishments.

The Principal is responsible for setting the school culture and serving as the greatest promoter of the school’s instructional program. TASCs will use the Responsive Classroom approach to creating a school-wide culture of respect, responsibility, and caring through integrated social-emotional education. Students will be entrusted with responsibility for directing part of their learning, exhibiting good work habits, and being honest, respectful, and supportive members of our community. They will be encouraged to engage regularly in self-reflection, exercise self-discipline, maintain high personal expectations, and exhibit independence as they learn to manage their own academic and social-emotional learning. Students’ progress toward these goals will be recorded in students’ portfolios by their classroom teachers and advisors, who will get to know each of them as individuals and will receive input on their progress from others in the school community. Students will set and help monitor their own progress toward non-academic goals in their Personal Education Plans (PEP).

The renewal inspection team will see a pervasive school culture in which students, staff and families from diverse backgrounds respect one another, take responsibility for the quality of their work and their own academic and social-emotional learning, and support others as they strive to reach their full potential. They will see an educational program that is progressive in its implementation, highly responsive to students’ needs and interests, and which sets and supports high expectations for all students’ achievement. They will see children actively engaged in posing questions, discovering meaning, applying relevant skills and knowledge, sharpening their critical thinking and creative problem-solving skills, regulating their own behavior, and
managing their own learning. Students’ work displayed throughout the school, classroom interactions, and their academic data will evidence both standards-based knowledge and skills, and the habits of judgment necessary to participate in our 21st century economy and our democratic society. The enthusiasm for learning will be palpable throughout the school. The renewal inspection team will find that TASCs will have made substantial progress toward meeting its Accountability Plan goals in the areas of academic performance, organizational viability and faithfulness to the school’s charter. Students will have met academic progress targets, and the school will have full enrollment with a majority of students who are not native-English speakers, a balanced budget, and widespread, family participation in democratic school governance and the day-to-day operation of the school.

**Supplemental Programming**

**Summer School**

In Year 1 of implementation, summer school activities will not be the focus. However, as funds become available, the founders recognize the merit in implementing specialized programs that complement the STEAM format. Funds will be necessary to provide stipends to teachers and other staff members, who will serve as coaches and coordinators. These include, but will not be limited to intermural and intramural Science Fairs, History Days, Spelling Bees, STEM/Arts Contests, Competitive Sports and other approved competitions.

**Description of Co-curricular Activities**

In the meantime, TASCs’s students will have one hour/day of pure subject area study and up to nine hours/week of core integrated with thematic study in science, technology, engineering, art or music. In the 3:30 to 4:00 after school extended-day activities period and the 4:00 to 6:00 after care program, students will be able to participate in inquiry-based STEM workshops and related field trips. While core subjects will be taught to students by grade level, multi-age grouping in the STEM + Arts periods and after school programs will allow students to explore math and science concepts with students who have similar interests and abilities. Students at all grade levels will also learn and practice reading and math skills by playing some of the many games that require reading and math at various times throughout the day. Assessment of student progress is discussed in the “Assessment” section of this proposal.

Students who are two or more years below grade level and/or experiencing significant academic difficulty on an ongoing basis will be targeted for additional hours of instruction in early in the school year. Teachers at all grade levels will use End-of-Quarter 1 assessment data to identify struggling students. These students will not only be required to attend the 30-minute extended-day tutorials but they will be recommended for Saturday School Tutorials. These four-hour Saturday sessions (8:00 - 12:00) will occur one Saturday bi-monthly in the first semester and monthly in the second semester. Lunch will be provided, but parents will be responsible for transportation. Students will receive instruction in their area(s) of weakness. Parents will receive written reports on their child(ren)’s academic status and encouraged to allow their children to attend the Saturday School Tutorials to improve their academic standings. In order to minimize cost, TASCs teachers and trained volunteers will serve as tutors in the Saturday sessions. TASCs will consider implementing a Summer School Program in Year 6 of operation.
Special Populations and At-Risk Students

Description of the Overall Plan to Serve Students with Special Needs - Truth Academy STEAM Charter School teachers, special education professionals, and administrators will identify students who may need special education services by interviewing students and families during summer home visits, reviewing records from students’ previous schools, observing students in school, monitoring student progress, and checking for achievement of developmental milestones in the early grades. The following table demonstrates a calculation of at-risk students the school anticipates serving.

<table>
<thead>
<tr>
<th></th>
<th>% Eligible for Free Lunch</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated school demographics</td>
<td>140/140 (100%)</td>
<td>18/140 = 12.9%</td>
</tr>
<tr>
<td>Current school district demographics</td>
<td>3,946/3,946 (100%)</td>
<td>.80 * 12.2 = 9.8%</td>
</tr>
<tr>
<td>80% minimum calculation</td>
<td>.80 * 100% = 80%</td>
<td>.80 * 12.9 = 10.3%</td>
</tr>
</tbody>
</table>

Based on the district in which the proposed charter school will be located, we project the above demographic makeup of the school. The projections for the total number of students who receive free lunch and/or special education services satisfy the 80% rule as described by Mississippi Code § 37-28-23(5). According to current information provided by the Mississippi Charter School Authorizer Board, Sunflower County Consolidated School District’s total enrollment is 3,941. Since we expect more than 40% of the TASCS total enrollment to qualify for free and reduced lunches, all of our expected total enrolled students will qualify for free lunch. The MCSAB also reports that 481.41 (12.2%) of the district’s students qualify as students with disabilities. Eighty percent for the district is 9.8%. In order to meet the 80% rule, Truth Academy Charter School must serve a minimum of 10.3% of its 12.9% SPED population. Our school expects to meet and exceed the 80% rule, in that we expect 100% of our total enrollment (including SPED students) to be classified as underserved.

Plan to identify and meet the needs of students with special needs - Truth Academy will employ a three-tiered Response to Intervention (RTI) system designed to provide children with support before they experience a pattern of failure and to avoid over-identification. All TASCS students will have differentiated instruction tailored to their learning needs and they will be assessed regularly to check for progress (Tier 1). Students not making adequate progress in the core curriculum will then receive Tier 2 interventions, which may include intensive, targeted instruction in small groups during school and in the after school programs (provided by specialists or trained classroom teachers), they may work in specially adapted areas of the classroom, and they will be closely monitored using observations, and DIBELS, Woodcock Johnson, WIAT-III, and/or Key Math assessments.

Specific programs, practices and strategies - Truth Academy STEAM Charter School will strive to place SPED students in the least restrictive environment possible—ideally in a general education classroom in which a classroom teacher and teaching assistant will be coached and/or assisted by a SPED Coordinator/Teacher or SPED teacher. Interventions may include differentiated curriculum and/or instruction, instructional grouping, the use of assistive technology, and/or other accommodations and support. Students who require more intensive services will receive extended individualized instruction from highly qualified SPED teachers who are licensed, certified, and are trained in the Wilson or Orton-Gillingham literacy programs.
Special Education professors from partner higher educational institutions will be contracted to consult with teachers about strategies for helping children with severe reading difficulties. Classroom teachers will have RTI training and other special education training as needed.

As part of our arts integration, every learner receives hand-on, engaging and compelling learning during the STEAM Block. The classroom teacher teaches this block with added support from the literacy and numeracy specialists as well as artists in residence. During this time all skills are emphasized as part of the project-based assignments. The students are grouped heterogeneously with the opportunity to work in groups that provide support for both remediation and acceleration.

Knowledge and skills that are practiced in only one context often become “inert,” meaning that students are unable to access them outside of the particular context in which they were learned (Doyle, 1984). However, Gentner, Lowenstein and Thompson (2003) have shown that students’ knowledge transfer is greatly improved when they are frequently asked to compare key ideas as they apply to different examples. If we expect students to be able to use their knowledge and skills in new situations, then, we must ensure that they learn important concepts through a variety of examples. Through exposure to a spiraled curriculum that frequently asks them to access their prior knowledge in new ways, Truth Academy’s students will develop deep understanding of important concepts as they relate to a variety of possible applications and content areas. For example, TASCS students who study the idea of culture as it applies to their school, to foreign cultures and to various cultural groups within Drew, will develop a robust understanding of this concept, which will enable them to more readily apply ideas about it to new problems, i.e. “describe important symbols of our classroom culture.”

Truth Academy STEAM Charter Schools’ program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress. As focus will be on an inclusive setting and delivering instruction in the general education classroom, an emphasis on staff development and in-service will be maintained to ensure that all classroom teachers use effective strategies to ensure student success. Accommodations for students are made following the principles outlined in Teaching Kids with Learning Difficulties in the Regular Classroom by Susan Winebrenner. Behavior Support Plans will be individualized, responsive to the needs of the student, and support the student in all settings using the Positive Behavior Support process.

**Monitoring and evaluating progress and successes** - The Principal will oversee and evaluate the school’s special education services. SPED students’ progress will be evaluated and monitored in the same ways that other students’ progress will be evaluated and monitored—in the biweekly mixed-grade team meetings involving classroom teachers, SPED teachers, ELL teachers, and the Principal, and as part of their PSAP and Progress Report conferences at the end of each semester, in which families will have a formal opportunity to evaluate the SPED services provided to their children. In addition, SPED students will have annual IEP and 504 Plan reviews at which progress toward goals will be assessed. The Principal will periodically review SPED students’ progress toward reaching benchmarks as a whole to determine whether the school’s SPED services are effective.
**Plans to have qualified staffing for special needs students** - In the school’s first year of operation, when we anticipate having around 20 SPED students, we will hire one classroom teacher, who has special education experience and/or certification to serve as the school’s designated SPED Coordinator/Teacher at a starting salary outlined in the Salary Schedule for Teachers on page 22 in the Truth Academy STEAM Charter School Employee Handbook (Attachment 15) of this application. The SPED Coordinator/Teacher will evaluate potentially eligible students, draft IEPs and 504 Plans, work with classroom teachers to plan and deliver services, document students’ progress toward IEP and PSAP goals, and oversee the annual review process. The SPED Teachers will work with classroom teachers to plan and deliver services and document students’ progress toward IEP and PSAP goals. The school’s Secretary (and eventually the Office Manager) will schedule and arrange students’ annual IEP and 504 Plan reviews, update and maintain SPED students’ records, and assist with other administrative tasks. The SPED Coordinator/Teacher will be highly qualified, licensed, certified, and trained in the Wilson or Orton-Gillingham literacy programs. In its first few years of operation, ECS will contract with outside occupational, physical, and speech and language therapists, and psychologists to provide consulting, testing, and services to students as needed. We are considering the following contractors: OT and PT: Occupational Therapy Associates; speech and language therapists: Children’s Speech and Hearing Specialists, LLC; and psychologists.

**Plans to Meet the needs of English Language Learners (ELL) students** - The city of Drew currently has a very small number of ELL families. However, with the gradual influx of Hispanic families in the area, we anticipate enrolling students who are considered limited English speaking proficient (LEP); thereby qualifying them as ELL students. We also plan to aggressively recruit other-than-black students, so as to create a diverse learning environment in terms of race and culture. For the aforementioned reasons, the founders have designed a comprehensive learning environment that we feel meets the needs of ELL students.

Truth Academy STEAM Charter School contends that emphasis on strengthening content knowledge in the elementary grades will be especially effective for Limited English Proficient and English language learners. LEPs and ELLs, who often struggle with reading comprehension due to a lack of English vocabulary, are able to dramatically improve their reading ability when systematically exposed to content-specific vocabulary over time (Carlo, August & Snow, 2005). Furthermore, research indicates that LEPs and ELLs benefit from the linking of language instruction to content and themes taught throughout the curriculum (Garcia & Godina, 2004; Gersten, Baker, Shanahan, Linan-Thompson, Collins, Scardulla, 2007).

**Identifying ELL Students** - When registering a student for Truth Academy, each family will complete a Home Language Survey (HLS), which will be available in English, Spanish, or other language. If responses to the HLS indicate a home language other than English, the incoming student will receive an initial assessment of English proficiency from a trained ESL test administrator, using an MDE-approved initial assessment, such as the Language Assessment Scales (LAS) Pre-LAS, or Idea Proficiency Test (IPT). These tests will be used to determine the student’s English proficiency in listening, speaking, reading and writing. Any student who is assessed as NES (Non English Speaking) or LES (Limited English Speaking) is considered an English Language Learner (ELL) and will be eligible for ELL services. Students whose test results indicate limited English proficiency in reading and writing will also be considered eligible for ELL services. Parents/guardians will be notified in writing of their child’s eligibility,
given a written description (in the home language and in English) of the ELL services their child will receive, and informed of the waiver process pursuant to 20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(E), (G), and (H) and Section 3122 and Section 1116 of NCLB.

**Monitoring and evaluating progress and successes of ELL students** - The school’s ELL Coordinator will draft an English Language Development Plan (ELDP) for each English Language Learner, which will indicate the ELL’s English proficiency level and the amount of planned English Language Proficiency Benchmarks and Outcomes (ELPBO)–aligned instruction (both push-in and pull out) that the student will receive. As part of the ELDP, ELLs will receive grade level, MCF-aligned, Sheltered English Immersion (SEI) in the general education classrooms by a highly qualified ELL licensed teacher trained in SEI. Sheltered English content instruction consists of a variety of methods and approaches designed to make content more comprehensible to ELLs. Although SEI is designed for ELL students at an intermediate level, all English Language Learners can benefit from sheltered English instruction presented through a variety of modalities such as adapted text, graphic organizers, visuals, demonstrations, and manipulatives. Teachers and teaching assistants will reinforce content and increase its comprehensibility by involving students in small group and collaborative learning activities. Interacting with and learning from peers at all levels of English proficiency will provide each ELL with frequent opportunities to develop, practice and demonstrate his/her listening, speaking, reading, and writing skills in English. Vocabulary and academic language will be modeled, posted, previewed, explicitly taught, and used in context. Whenever possible, vocabulary will be linked to cognates in the students’ home languages. English vocabulary and academic language will continue for FLEP (formerly limited English proficient) students after they have exited the ELL program.

In addition to effective SEI in the classroom, all English Language Learners will receive English as a Second Language instruction from a highly qualified, licensed ESL teacher. ELLs at levels which correspond with Mississippi’s English Language Proficiency Test (ELPT) proficiency levels 1 and 2 will receive direct ESL instruction for 2–3 hours daily; ELLs at the mid-level (corresponds to ELPT level 3) will receive ESL instruction 1-2 hours daily; and students at levels 4 & 5, approximately 2.5 hours/week. Research-based ESL curricula such as the Avenues (Hampton-Brown) Series will also be used, in particular for non-/limited English speakers in grades 2-5. As in the world language classes (Spanish, Portuguese, and French), ESL instruction will be provided in multiple modalities. Teachers will be skilled in a variety of approaches designed to imbed language in context. Among these are TPRS (Teaching Proficiency through Reading and Storytelling) an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensive, personalized and contextualized manner, and TPR (Total Physical Response).

Each ELL’s progress will be measured annually using the ELPT R/W (English Language Proficiency Test/Proficiency – Reading/Writing). Truth Academy will also use internal assessments designed to monitor progress and inform instruction. Through frequent checks for comprehension, performance assessments, and ongoing portfolio development, teachers and advisors will be able to provide support and intervention promptly when need is identified, both during school and in the after-school academic enrichment and Learning in Two Languages (LiTL) programs.
Parents will be informed in, both English and the native language, of their children’s progress in acquiring English. Progress reporting will occur on the same schedule as for parents of non-ELL students. Once an ELL student has attained English proficiency in listening, speaking, reading, and writing, which is equivalent to an ELPT level 5 (or approaching 5 in reading and writing with high ELA scores on the PARCC (Partnership for Assessment of Readiness for College and Careers), which replaced the Mississippi Curriculum Test (MCT2) in the 2014-2015 school year, that student will be exited from the ELL program. Formerly limited English proficient (FLEP) students will be formally monitored for two years after exiting ELL services and will continue to receive targeted language and literacy support in English, and in their native language throughout their time at Truth Academy STEAM Charter School. All families will be encouraged to take advantage of Truth Academy’s after-school LiTL Programs.

**Providing qualified staff for Truth Academy’s ELL students** - The school’s ELL teachers will be highly qualified, licensed in ELL/ESL, and trained in SEI. The delivery of ELL services will be overseen by an experienced ELL Coordinator/Teacher, who will be highly qualified, licensed, who has had extensive formal education in language acquisition, instruction and assessment of ELLs, and who is familiar with state and federal regulations concerning the education of English Language Learners. The ELL Coordinator/Teacher will advise the Executive Director and Principal about changes in state ELL guidelines. The ELL Coordinator/Teacher will also be responsible for ELL student identification, placement, assessment, and will maintain accurate records and documentation to ensure ECS’s compliance with state and federal guidelines relative to the access and instruction of English Language Learners. The ELL-designated Coordinator/Teacher will share responsibility for seeing that ELLs receive ESL instruction appropriate for their level of proficiency. ELL-designated instructional staff will be compensated in accordance with their experience and qualifications, with starting salaries in the range as shown on the Salary Schedule for Teachers on page 21 in the Truth Academy STEAM Charter School Employee Handbook (Attachment 15) of this application.

The Executive Director and Principal will have formal responsibility for evaluating the effectiveness of the English Language Development Program using the same procedures used to evaluate the effectiveness of classroom instruction generally. They will seek input from all teachers and staff working with ELLs, families and students. As necessary, they will enlist the services of ELL consultants and professional trainers from local colleges/universities and regional centers.

**Meet the needs of students who are performing below grade level and monitor their progress** - When educators suspect that a child may have atypical needs, they will consult with the school’s designated Special Education Coordinator/Teacher, who will be responsible for evaluating student needs, arranging IEP meetings, and connecting students to the services they need to be successful at school. The SPED Coordinator/Teacher may involve outside occupational, physical, or speech and language therapists, and/or the school’s part-time counselor to better understand the student’s needs and to arrange for appropriate testing and support. If a student’s classroom teacher, SPED Coordinator/Teacher, or his/her family determine that the student is consistently failing to make adequate progress in the core curriculum, he/she will be further evaluated to possibly receive Tier 3 interventions, which
would then be specified in a 504 Plan or Individualized Educational Plan (IEP) drafted in accordance with the process required by law.

**Identifying and meeting the needs of intellectually gifted students** - Truth Academy STEAM Charter School will identify gifted/talented and academically advanced students in accordance with Mississippi Code § 37-23-171-181. All students at TASCS will be challenged on their independent learning levels through Personal Student Achievement Plans (PSAP), a rigorous, standards-based and arts integrated curriculum that utilizes the engineering design process, and the use of ability grouping. TASCS supports the movement of students with disabilities into less restrictive environments and increased interactions of students with disabilities with nondisabled students.

Gifted students are no exception to the philosophy of achieving individual goals and demonstrating personal growth in achievement. Teachers will utilize the tools set forth in Susan Winebrenner’s book, *Teaching Gifted Kids in the Regular Classroom*. The book is written based upon Winebrunner’s own experiences as well of those of other creative teachers to provide a blueprint for teachers who wish to involve, excite, and entice gifted students to be learners. It also addresses the competitive nature of some gifted students and how to address and embrace that characteristic to achieve, learn and contribute in school while setting the academic goals high enough to challenge, but not too high that they become unattainable. At Truth Academy STEAM Charter School, we will challenge each student appropriately so they can reach their personal best in all academic areas.

**Student Recruitment and Enrollment Plan for recruitment and Marketing** - Truth Academy STEAM Charter School will recruit students during the pre-opening year through the use of enrollment fairs, church visits, neighborhood canvassing, direct mail, volunteer marketing, special community events, enrollment intent forums, open houses, recruitment flyers, website, radio, television commercials, various other adds, etc. The recruitment team under the direction of the Executive Director and Principal will establish goals to reach each enrollment target for students in grades K–6 during the implementation year (2018), and each succeeding year thereafter.

In accordance with Mississippi Code §37-28-23, the school will reach-out to and target families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at-risk of academic failure to improve their academic performance and value-added academic growth. Recruitment efforts are outlined in the following chart:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Events</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent to Enroll Forms</td>
<td>Distribute Intent to Enroll forms</td>
<td>Executive Director Principal/Staff Recruitment Team</td>
<td>October 2, 2017 – February 16, 2018</td>
</tr>
<tr>
<td>Neighborhood Canvassing</td>
<td>Distribute enrollment intent forms and informational flyers. Meet with potential parents and students.</td>
<td>Executive Director Principal/Staff Recruitment Team</td>
<td>January 8, 2018 – June 29, 2018</td>
</tr>
<tr>
<td>Community Meetings</td>
<td>School information sessions designed for</td>
<td>Executive Director Principal/Staff</td>
<td>October 12, 2017, March 15, 2018, and</td>
</tr>
</tbody>
</table>
### Strategic Outlook Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Teams</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-approval community meetings</td>
<td>with potential parents and students. School information and enrollment intent forms distributed.</td>
<td>Executive Director, Board Members, Principal, Volunteers, Recruitment Team</td>
<td>July 21, 2017 and Public Hearing (Mid August - TBD)</td>
</tr>
</tbody>
</table>

### Church Visits

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Teams</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community engagement to meet with potential parents and students. Distribute school information and enrollment intent forms.</td>
<td>Executive Director, Board Members, Principal, Volunteers, Recruitment Team</td>
<td>February 7, 2018 – May 23, 2018</td>
<td></td>
</tr>
</tbody>
</table>

### Marketing

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Teams</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Mail, Flyers, Radio, Television, Email Marketing, School Website</td>
<td>Executive Director, Board Members, Principal, Volunteers, Recruitment Team</td>
<td>September 18, 2017 – Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

### Enrollment Fair

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Teams</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>On school site. Allow the community to visit the school site.</td>
<td>Executive Director, Board Members, Principal, Volunteers, Recruitment Team</td>
<td>March 21, 2018 (Enrollment Fair), Pre-Opening Enrollment (Ongoing)</td>
<td></td>
</tr>
</tbody>
</table>

### Open House

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Teams</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow parents and community members exposure to student learning.</td>
<td>Executive Director, Board Members, Principal, Volunteers, Recruitment Team, Teachers</td>
<td>Fall, 2018</td>
<td></td>
</tr>
</tbody>
</table>

Note: The complete Enrollment Policy is outlined in Attachment 6 of this application.

### Student Discipline

**Description of the School’s Approach to Discipline** – The Truth Academy STEAM Charter School development team realized early in the development process that student discipline is crucial to ensuring that all students would be provided an educational environment that is conducive to learning. It was also important to us that students and parents had access to the school’s discipline policy at the time of enrollment. Therefore, we developed a discipline policy that is in accordance with MS § Code 37-11-53. The discipline policy is included in the Truth Academy Parent/Student Handbook, which will be distributed to students and their parents in a meeting at the beginning of the school year, where the policy will be discussed. The policy will be reviewed regularly for effectiveness, by a collaborative team, which shall include board members, school staff, parent/caregivers and the school council.

TASCS considered a balanced approach when developing the policy, in that we considered the recognition of the impact of acceptable and unacceptable behavior on student achievement. Our
discipline policy is designed to serve as the foundation for a safe, happy and productive school. It emphasizes that every student enrolled at Truth Academy has the right to a bully free, intimidation free happy and safe learning environment. We want our students to feel that their school provides a place of learning where it’s their right to be treated fairly and with dignity. These same rights apply to the school’s faculty and staff, as the school is their workplace. Generally, Truth Academy STEAM Charter School’s discipline policy contains information regarding: 1) school rules or discipline code; 2) strategies to promote good discipline and effective learning within the school; 3) practices designed to recognize and reinforce student achievement; and strategies for dealing with unacceptable behavior. See Attachment 7 for a detailed outline of Truth Academy’s Discipline Policy.

Parent and Community Involvement
Prior to July 2012, the Drew School District was a public school district based in Drew, Mississippi. The school district's attendance boundary included Drew, Rome, and the employee residences of the Mississippi State Penitentiary (Parchman), located in an unincorporated area. As of July 1, 2012, the district was consolidated with the Sunflower County School District. In short, the Sunflower County Consolidated School District is currently serving schools located in the city of Drew (A. W. James Elementary School and Drew Hunter Middle School). Although the elementary and middle school students still attend schools in Drew, the Sunflower County Consolidated School District governs their schools.

Because of the city’s geographical location, its schools have fewer resources than other schools. Families in the Drew area do not earn as much income as their urban counterparts, may have lower education levels, and many experience poverty and high mobility. The schools, prior to 2012, faced special challenges for getting families more involved. On the other hand, these schools have other factors that work in their favor; Truth Academy STEAM Charter School will embrace these factors so as to rally support for the school:

- The rural communities of Drew are rich in history and pride for their local schools.
- Families and other community members of Drew are very much interested in restoring the sense of pride in their schools that existed prior to the consolidation.
- The schools often served as community centers where people gathered for sporting events, celebrations or special programs.
- Teachers and administrators are able to give more personal attention to their students.

Truth Academy STEAM Charter School will consider the aforementioned factors to implement unique strategies to build effective partnerships with families and communities. TASCs will: 1) promote the school as a location for meetings for community groups with common interests; 2) open the school library and computer facilities for public use; 3) use home visits to target hard-to-reach families; 4) involve active families as volunteers to reach out to other families in the community; 5) involve families in non-academic areas such as school STEM/STEAM Projects fairs, sports programs, band, and choir, etc.; 6) set up a community expo at the school for health and human service agencies, perhaps in conjunction with a school festival or parent-teacher night; 7) use special events to highlight local service organizations that promote academic achievement; 8) provide transportation to family activities; 9) use informal networks, such as phone trees to contact families; 10) communicate school news, not just through written newsletters and bulletins, but also through a phone hotline so that those with low literacy skills
have equal access to information; 11) mail communications to families because some families may not have Internet or a telephone; and 12) offer adult education opportunities at the school for the families of students and other families in the community.

To give parents and key community members a meaningful voice in what goes on in the school, they will also be invited to serve on school decision-making committees (e.g. School Improvement Plan Committee, Parent Advisory Council, Student Activities Committee, etc.). We have already selected two prospective parents to serve on the Truth Academy STEAM Charter School Board of Trustees.

**Educational Program Capacity**

Truth Academy STEAM Charter School Leadership Team will consist of the five-member School Board and the Executive Director. All proposed members of the Truth Academy STEAM Charter School Board have deep ties to the community, impressive backgrounds, and experience in leadership roles. See Attachment 9 for detailed descriptions of their leadership capacities as outlined in resumes and brief biographies.

The proposed Executive Director (Dr. T.J. Graham) is leading the school development process to establish a charter school in Drew. Dr. T.J. Graham, the primary developer of this proposal is a career educator with more than 25 years of service at all grade levels and in several positions, ranging from PreK-12 classroom teacher and elementary principal to district Title I instructional supervisor, Superintendent of Schools (Helena/West Helena, Arkansas), to undergraduate graduate school college/university professor. While in higher education, Dr. Graham authored a proposal for the development and implementation of a Middle College/Early College High School on the campus of LeMoyne-Owen College in Memphis, Tennessee. The school, which has been in operation for 17 years, has dual governance with the Shelby County School District. As program designer, Dr. Graham initially served as liaison between the high school and the college. The Bill and Melinda Gates Foundation initially funded the school (Hollis F. Price Middle College High School), named for the college’s first president. The School is affiliated with the Middle College Consortium at LaGuardia Community College in New York City, NY and is still operating in good standing (See [http://www.scsk12.org/schools/hollisprice.hs/site/index.shtml](http://www.scsk12.org/schools/hollisprice.hs/site/index.shtml)).

Dr. Graham took a sabbatical to work and conduct research in inner city, rural, independent, and private K-12 schools. Her work took her to the tri-state areas (Tennessee, Mississippi, and Arkansas), where she is certified professionally in teaching and administration in all three. She is currently employed as Mathematics Department Chair, and school level Title I Coordinator at KIPP Memphis Preparatory Middle Charter. She served as Provost, President (Principal), and Chief Academic Officer at a Memphis Liberal Arts charter high school, where she co-authored the proposal to implement a boys’ middle school (City University Boys Academy), which is still operating in good standing and feeding Grade 8 male graduates into the high school. She worked as Academic Specialist (School Leader) at Southern Avenue Arts and Technology Charter Middle School where her primary duties and responsibilities included coordinating the day-to-day operations of the school as well as developing and facilitating ongoing professional development sessions for teachers, adherence to Title I guidelines, coordinating testing, and Student/Culture Development.
Ms. Shantal Johnson, the co-developer of the proposed school, is the proposed School Leader/Principal of Truth Academy STEAM Charter School. Ms. Johnson recently earned her Masters of Arts degree in Leadership Excellence from Bethel University. She earned certification from Memphis Teaching Fellows, an alternative certification program of Shelby County Schools. She is highly qualified in Middle School Education (Grades 4-8), Special Education (K-12), and Teaching Reading (K-8). She has experience teaching Middle School self-contained emotionally disturbed students and Grade 7 mathematics. She served in the position of Grade Level Chair for fifth grade during the 2015–2016 school year. During her Master’s Program study, she was mentored by Dr. T.J. Graham, career educator, and Dr. Marilyn Hilliard, current principal of East High School in Memphis, Tennessee. As TASCS school leader, she will provide instructional leadership, manage daily school academic staff operations, and provide services to students. Her exceptional leadership skills, experience in the arts, track record of success in fostering student academic achievement, and school leadership in K–5 and K–8 school settings, position her perfectly to lead a staff and students of an innovative STEAM charter school.

Ms. Johnson possesses the following qualifications: (1) a proven track record of improving academic achievement among students from a range of socio-economic backgrounds using progressive educational methods as a teacher and in a leadership role; (2) a commitment to her current school’s mission and vision; (3) knowledge of progressive curriculum, instruction and program management; (4) the ability to train, coach, support and manage progressive teachers; and (5) excellent organizational, leadership and interpersonal skills. For specific evidence of the proposed principal’s leadership capacity, see Attachment 10.
Section 2: Operations Plan & Capacity

Organization Charts
See Attachment 11 for Organizational Charts for Year 1 and End of Charter Term. Included with each chart, is an explanation of clearly delineated roles and responsibilities of and lines of authority and reporting among the governing board, the staff, and related bodies.

Legal Status and Governing Documents
Shades of Elegance, a non-profit Mississippi corporation, will sponsor Truth Academy STEAM Charter School. Shades of Elegance was established as a federal tax-exempt entity on May 7, 2014 and is currently an active corporation in good standing. The proof of non-profit and federal tax-exempt status documents can be found in the Additional Eligibility Documentation section of the FluidReview. See also in Attachment 12, the following governing documents:

- Governing board by-laws
- Code of ethics and conflict of interest policies for the board
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Draft of initial board management policies
- Completed and signed Statement of Assurances

Governing Board
The Governance Philosophy That Will Guide the Board - Truth Academy STEAM Charter School Board of Directors believes that school boards that fully embrace the community, in terms of meaningful involvement, govern effective schools. To this end, the school board believes that it important that it develops collaborative partnerships with community groups, parents, businesses, colleges/universities and key stakeholder groups to be successful in governance of the schools. Key stakeholder groups will participate in school governance, including committees such as the school leadership council and parent advisory committees. Truth Academy STEAM Charter School Board of Trustees will empower key stakeholder groups also to guide leadership in decision-making, school strategies planning, stewardship, management, operations, finance and budgeting, and school oversight.

Moreover, we believe that a major function of Truth Academy STEAM Charter School’s board is to protecting the assets of the school it governs. The governing board will be imposed with both a duty of loyalty and duty of care relative to school academics and operations. Board members will also hold a fiduciary responsibility and will be expected to act with undivided loyalty in the best interest of school. Board members may not seek to benefit personally from the business activities of the school. Board members are also expected to act reasonably, as a prudent people would in similar circumstances regarding all school’s activities and financial conditions, and attend regular board meetings. It is also the responsibility of the board to oversee the work of the Executive Director, and the school Principal and staff to ensure the organization is faithfully carrying out its charitable purposes without extravagance or waste. Board members will also be responsible for establishing high academic standards for the school, ensuring the school maintains instructional independence within the county of location, and protects both the students’ and the public’s interest.
**Governance Structure** - Truth Academy STEAM Charter School’s governance structure includes the offices of Chair, Vice-Chair, Secretary, Treasurer, Sergeant at Arms, and Board Members. The Executive Director and School Leader both report to the Board of Trustees. Attachment 11 provides an organizational chart that clearly delineates the school’s organizational structure, including lines of authority and reporting between the governing board, staff, related bodies (such as advisory bodies or committees), and any other external organizations that will play a role in managing the school.

Member of the school’s board will consist of the following elected positions Chair, Vice Chair, Secretary and Treasurer, and Sergeant at Arms, with a minimum of 5 and maximum of 9 members. The school board at annual meetings shall elect the Chair, Vice Chair, Secretary and Treasurer, annually. Other officers, if any, may be adopted and elected by the school board at any time. Officers of the school board are elected to one-year terms. The board will also develop committees such as, Academics and school leadership, finance, governance and human resources.

**Desired size and Composition** - Truth Academy STEAM Charter School Board will have a minimum of 5 members with a maximum of 9 members. Two board member positions will be reserved for a school parent representative and a community member. Members of the current board composition consist of a retired educator, a city alderman, an accountant, and two parents/community leaders. The current board consists of persons who have deep ties to the community and who have vested interest in the community and schools within the community.

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Current Job Title and Employer</th>
<th>Position with Proposed School</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Potts</td>
<td>Iraq/Afghanistan War Veteran</td>
<td>Board Chairman</td>
</tr>
<tr>
<td>Hazel Harris</td>
<td>Vice Mayor - City of Drew, MS</td>
<td>Board Vice Chairman</td>
</tr>
<tr>
<td>Viscia Pointer</td>
<td>Correctional Case Worker</td>
<td>Secretary</td>
</tr>
<tr>
<td>Jennie Lewis, CPA</td>
<td>CPA and Entrepreneur</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Terry Tyler</td>
<td>Chief of Police (Drew, MS)</td>
<td>Sergeant-at-Arms</td>
</tr>
</tbody>
</table>

*Note: See Attachment 13 for the completed Charter School Board Member Questionnaire for each listed board member’s interests and qualifications, etc.*

**Board Members and Qualifications**

**James Potts - Board Vice Chair**

Mr. Potts, a career military officer, will lead Truth Academy STEAM Charter School Board of Directors as the Board Chairman. She will also serve as Chair the Executive, Academic Operations and Leadership Committees of the Board of Directors. Mr. Potts has extensive experience in technology. He has also had extensive training in Mathematics, and Accountability. As retired military personnel, he is disciplined and poised. Mr. Potts completed 3 years of college at Mississippi Valley State University and is currently considering going back to complete his final coursework towards graduation. He worked as a Correctional Officer for a period of 5 years upon his return home from military service, where he spent 27 years in the Army. While in the army, he served as Weapons Armorer (5 years), Logistics Non-commissioned Officer (7 years), and Readiness Non-commissioned Officer (6 Years). He is now retired from the United States Army and works part-time as Unit Administrator of a Dental Clinic. He is a well-respected member of the Drew community, where he is considered a “key
community leader.” As Board Chairman, Mr. Potts is a good fit because of his ties to the community, which will ensure the community embraces and supports the new school.

**Hazel Harris - Board Vice Chairman**
Ms. Hazel Harris currently serves as Vice Mayor for the city of Drew. Ms. Harris has deep ties to the community, having grown up in Drew and attending Drew High School. She is a mother of four, all of whom grew up in Drew are the product of Drew’s educational system. She has 14 grandchildren and still finds the time to serve in several capacities, outside of her position as Vice Mayor, in the city of Drew. She is active in her church, is a member of the Mayor’s Health Council, the Drew United for Progress Organization, the Eastern Star Organization, and volunteers in her community.

**Viscia Pointer - Board Secretary**
Ms. Viscia Pointer will serve as the Secretary of Truth Academy STEAM Charter School Board of Directors and Chair of the Governance Committee. Ms. Hunter is a product of the Legacy Drew School System, having graduated from Drew High School in 1998. She received a B.S. degree in Criminal Justice from Mississippi Valley State University in 2004 and a Master’s in Criminal Justice from Valley State in 2008. She is currently employed as a Correctional Case Worker in the city of Drew. She does a lot of work in counseling teens and adolescents and has a rapport with them. Like the other members, she has strong ties to the community.

**Jennie Lewis, CPA - Board Treasurer**
Ms. Jennie Lewis, CPA, will serve as Treasurer of Truth Academy STEAM Charter School Board of Trustees and Chair of the Budget/Finance Committee. Ms. Lewis has over 16 years of Finance and Accounting operations, auditing, reporting and leadership experience in the following: Law Firm Accounting Clerk, Banking Services, Financial Analyst, Finance Relationship Analyst, and Certified Public Accounting. She is currently the owner of her own Accounting Firm. Ms. Lewis is perfectly positioned to provide board leadership in the areas of school operations, accounting, auditing and financial services.

**Chief Terry Tyler - Board Sergeant-at-Arms**
Truth Academy STEAM Charter School is honored to have Drew’s Chief of Police, Terry Tyler serve as Sergeant-at-Arms on the TASCs Board of Directors. Chief Tyler is a product of the Drew School System and continues to have close ties with the community that he serves as an officer of the law. In his current position as Chief of Police, he ensures that the department maintains an effective and positive community. Currently, he is responsible for the development, implementation, and adjustments of an effective communication system throughout the police department. He plans, coordinates, manages and evaluates Drew police department operations. Chief Tyler is also responsible for developing policies and procedure for the Department, so as to implement directives from the City Board. He also ensures compliance with changing requirement in local, state, and federal laws, and accreditation. Chief Tyler is well positioned to serve as the board member, who ensures compliance as it relates to adherence to the bylaws, the code of conduct, the conflict of interest doctrine, Robert’s Rules of Order, etc. In other words, Chief Tyler is the board’s “keeper of the laws.”
Criteria and procedure by which board members were and/will be selected

Selected board members have proven leadership abilities, financial skills, community awareness, outstanding educational backgrounds, business and community involvement. Governing board members will use the following criteria/procedures for selecting potential board members:

- Collect and screen resumes of potential board member for vacant positions
- Schedule interviews of potential board members for compatibility
- Selection criteria will include:
  - Leadership abilities/skills
  - Operational fiscal awareness
  - Community awareness
  - Character
  - Educational background
  - Community involvement
  - Criminal background check

The governing board composition is currently five (5) members, which has already proven very functional in their efforts to ensure the viability of school’s educational/operational success. Future board composition will consist of up to nine (9) members.

Plans to increase the capacity of the governing board: The governing board shall meet annually in the month of June at the school principal’s office or at such place, within or outside the state of Mississippi and at such time as the governing board shall determine, except that such date shall not be a legal holiday. The governing board shall conduct at least one annual board training course and shall provide documentation of such training to the chartering authority. The Mississippi Charter School Authorizer Board shall certify the training course. If the annual meeting is not held in a specified month, the directors may hold a special meeting in the place thereof, and any business transacted or elections held at such meetings shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time and place of any such meeting shall be mailed to all board members at the board member’s usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting. The board development plan for increasing the capacity of the governing board will include the following:

- Appointment of an ad hoc nomination committee
- Prepare a board application form for the selection and approval process.
- Prepare a board member needs assessment and skill review
- Develop a 1–2 day board orientation session
- Develop an/or refine the code of conduct

All new members will serve the board during the first year expected to fully learn the process by meeting predetermined board member metrics for growth. Current board members will take part in quarterly board training sessions focusing on school operations, law, governance, finance, fundraising, strategic planning, solvency and sustainability.

In order to carry out responsibilities as a board member one must be able to make informed judgments about important matters affecting the daily operation of the school and how it affects the community. Board members will be trained around a code of conduct addressing the following board member actions:

- Listen carefully to my teammates.
- Respect the opinion of my fellow board members.
- Respect and support the majority decisions of the board.
- Recognize that all authority is vested in the full board only when it meets in legal session.
- Keep well informed of developments relevant to issues that may come before the board.
- Participate actively in board meetings and actions.

**When training will occur and what topics will be addressed:** Board members will receive quarterly and annual board member training. Board member training will include, but not be limited to:

- Annual budget planning development
- Annual federal and state tax return filings
- Fundraising
- The daily operations of the school and how it affects the community
- Bring to the attention of the board any issues that I believe will have an adverse effect on the organization or those we serve.
- Attempt to interpret the needs of those we serve to the organization and interpret the actions of the organization to those we serve.
- Refer complaints to the proper level in the chain of command.
- Recognize that my job is to ensure that the organization is well-managed, not to manage the organization.
- Represent all those whom this organization serves and not a particular geographic area or interest group.
- Consider myself a “trustee” of the organization and do my best to ensure that it is well maintained, financially secure, growing and always operating in the best interest of those we serve.
- Always work to learn how to do my job better.
- Declare conflicts of interest between my personal life and position on the board and abstain from voting when appropriate.

**Chair and Vice Chair:** The Chair shall preside at all meetings of the Board of Directors, except as the directors otherwise determine. The Chair shall have such other duties and power as the school board or executive committee shall determine. With the approval of the executive committee, the Chair shall appoint all standing and special committees for any purpose. The Chair may call meetings of the executive committee, and shall call such meetings at any time at the written request of two members of the executive committee. In the absence of the Chair, or if at any time the office of the Chair is vacant, the Vice Chair may discharge any or all of the duties of the Chair including the Chair’s functions as a member and Chair of the executive committee.

**Secretary:** The secretary shall record and maintain records of all proceedings of the school board in a book or series of books kept for that purpose and shall give such notices of meetings of the school board as are required by the charter, or by law. The secretary shall distribute to the members of the school board copies of any minutes of the prior meetings for approval. The secretary shall have such other powers and duties as are usually incidental to that office and as may be vested in that office by the school board.

**Treasurer:** Subject to the direction and control of the school board, the treasurer shall serve as Chair of the Finance Committee and shall have general oversight of the financial affairs of the charter school. The treasurer shall provide quarterly reports to the school board on the financial
condition and affairs of the school, and shall oversee all filings required by the State of Mississippi, the Internal Revenue Service, and other governmental agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and as may be vested in that office by the school board.

**Sergeant-at-Arms:** The Sergeant at Arms shall serve as the officer who assures orderly and productive meetings of the school board of directors and members. The Sergeant at Arms will be elected or appointed by the board members for fixed periods of time, such as a year.

**Other Board Members:** Other members shall have such duties and powers as may be designated, from time to time, by the school board.

The Board of Directors shall annually appoint such standing and special committees as the Board may deem proper and prescribe their membership, powers and duties. The Board of Directors, or Chair acting under the authority of the Board, may appoint such other boards and committees as the Board may deem necessary.

**Executive Director:** The Executive Director may be an *ex-officio* member of all committees.

**The School Principal:** The Principal may be an *ex-officio* member of all Standing and Special Committees.

The governing board will establish quarterly meetings, but may amend and increase the frequency of school board meeting as deemed necessary. School board meetings, in general, will focus on areas such as student achievement, strategic planning, financial reporting, academic reports, school business, enrollment, school assessments, human resources and operations. The board will manage the daily activities of the Executive Director, who manages the daily activities of the Principal.

The Executive Director oversees the business operations of the charter school. He/She is responsible for policy oversight serving as a liaison for the school board reporting on the day-to-day school operations. The Executive Director is also expected to interpret the school curriculum and philosophy to the governing board and the general public serving as an *ex-officio* board member. The Executive Director will also be expected to work with the Principal to ensure special needs and gifted and talented student records are in order and in compliance with all state, regional and national IDEIA (*Individuals with Disabilities Education Improvement Act*) mandates. The Executive Director will also be expected to supervise the maintenance of all required building records and reports, oversee the daily use of the school facilities for both academic and non-academic purposes, and attend school board meetings on a regular or as needed basis. Finally, the Executive Director cooperates with college and university officials regarding collaborations, teacher training programs and preparation.

The Principal will be responsible for the daily instructional program of the charter school. The primary responsibility of the Principal is to establish and maintain an effective learning climate within the school and also to plan, organize, and direct implementation of all school activities. The Principal also assumes responsibility for the implementation and observance of all policies and regulations established by the governing board. The Principal provides instructional
leadership by observing instruction and counseling all staff under his/her guidance. The Principal attends special events held to recognize student achievement, attends school-sponsored activities and functions and assists in recruiting, screening, hiring, training, assigning, and evaluating the school’s professional staff. The Principal also provides for adequate inventories of property under his/her jurisdiction and for the security and accountability of all purchased items.

The board will have direct oversight over the Executive Director and school Principal. The board will interact with the Executive Director and Principal by requiring the following types of ongoing reporting of organizational information:

- Monthly Reporting (Academics, Financial, Budget & Operations)
- Quarterly Reports (Same as above)
- Annual Reports (Same as above)
- Attending of school sponsored community events
- Review and hire school staff (teachers and support personnel)

**Advisory Bodies**

**Committees/Advisory Bodies**

**Standing Committee:** Standing committees of the board may include, but are not limited to The Executive Committee, the Operations Committee, the Human Resource Committee, and the Finance Committee. Each Committee Member shall hold office for two years and until a new Committee Member is appointed.

**Executive Committee:** The Executive Committee shall consist of not less than four or more than eight Directors, and may include the Board Chairman, Vice Chairman, Treasurer, Secretary, Executive Director ex-officio, and the Principal ex-officio. The Board Chairman shall be the Chairman of the Executive Committee. A majority of the members of the Executive Committee shall have power to do all things deemed by them necessary for or conducive to the welfare of Truth Academy STEAM Charter School that are not delegated to other committees or officers nor contrary to the Bylaws, or votes of the Board of Directors, or any applicable law subject to the foregoing, the Executive Committee may exercise between the meetings of the Board of Directors all the powers of the Board of Directors except the election of the Directors, the election of Chairman, Vice Chairman, Treasurer, the selection of Executive Director and Principal, or amending of the Bylaws. The Executive Committee shall make reports of their actions to the Board of Directors.

**Human Resources Committee:** The Human Resources Committee shall interview, review hiring policies, procedures, salaries, standard practices, and recommend potential staff to the Board of Directors for approval. The Human Resources Committee also has the authority and power to discipline employees, review grievance and post job openings. The committee will consist of five Board Members.

**Finance Committee:** The Finance Committee shall have the authority to review operating budget, review financial statements, monitor revenues/expenditures, propose annual financial plan, reports, and procedures. Additionally, the committee has the power to recommend an audit committee and CPA firm for annual financial review. The committee will consist of five.
School Operations and Leadership Committee: The School Operations and Leadership Committee will focus on Truth Academy Charter Schools operations, including academics, leadership and facilitation. The School Operations and Leadership Committee will work directly with the Principal. This committee will consist of five Board Members, Principal ex-officio and Executive Director ex-officio.

Governance: The Governance Committee is responsible for policies and procedures, nominations for board members, and school governance.

Grievance Process
How the board oversees and implements the school’s grievance process and policy
a. The role of the board when a staff member or family member has a grievance
   The governing board will appoint a grievance committee to implement the school grievance process and policies. The grievance committee will address grievances filed on behalf of:
   - Parents & Students
   - Family & Community
   - School Staff Members

b. Goals of the board in terms of monitoring and resolving staff and family complaints
   The grievance committee for the governing board has established grievance policies and procedures in compliance with the Mississippi Department of Education and Mississippi State Law. All policies and procedures were developed to allow for due process of the law while protecting the best interest of the school and its students. For detailed outline of procedures for handling grievances and complaints, see the Complaints/Grievances section in the Employee Handbook (Attachment 15).

Staff Structure
As described in the Executive Summary (page 1) and the Growth Plan Narrative under the Enrollment Summary (page 3) of this proposal, Truth Academy STEAM Charter School will admit 20 students per grade (K - 6) for a total enrollment of 140 students in Year 1 of operation. A total of six (6) classroom teachers will be hired in Grades K through 5 for a teacher/pupil ratio of 1:20. An additional four (4) classroom teachers with K-6 or 1-9 certification as well as ELL, Special Education, and Guidance endorsements will be hired to ensure departmentalization scheduling for Grade 6 in Year 1. Each of the four additional classroom teachers will be assigned to teach one of the core subject for Grade 6 and also teach in one of the following areas the rest of their work day: ELL; arts; technology pullouts, and special education classes. Administration hires will include one (1) Executive Director and one (1) School Leader (Principal). Clerical staff will include one (1) Office Manager (secretary). We also anticipate hiring one (1) custodial staff and two (2) food services personnel. See the Staffing Chart in Attachment 14 for a proposed structure of the TASCS staff in subsequent years of operation.

Staffing Plans, Hiring, Management, and Evaluation
Truth Academy STEAM Charter School’s development team has developed a manual that speaks in detail to all personnel matters. See Attachment 15 Truth Academy STEAM Charter School
School Employee Handbook for all personnel policies relevant to staffing, hiring, and management (topics listed in the Table of Contents). Evaluation tools and procedures are addressed on page 23 of the Handbook. However, this topic is discussed in detail in Attachments 16 (for teachers) and Attachment 17 (school leaders).

Professional Development

Truth Academy STEAM Charter School’s principal instructional and staff will engage in a minimum of 102 hours of strategic professional development throughout the school year. The chart below gives insight into projected professional development for school administration and staff throughout the implementation year 2018–2019. The school will follow a first year professional development plan aligned with the following Professional Development Scope and Sequence. All school professional development will center around three primary categories:

- STEAM Instructional Models
- Data-Driven Instructional Culture
- School Improvement Plan (SIP)

During the regular school year, TASCS will engage teachers in 2 hours of weekly professional development sessions. One 1-hour PD session will take place one time per week and one 1.5-hour after school session will be scheduled. Additionally, teacher will engage in professional learning communities and data-meetings driven by student academic data. PLC meetings will be recorded and reflected up for content and revision of instruction for specific students as needed. Teachers will be trained to become teacher leaders; honing their individual practices in student data for a positive impact on student achievement. The school leader, guidance counselor, and lead teachers, including the STEAM Coordinator, will participate in PLC meeting and/or the school leadership council. Best practices will be shared with other schools within the school district through the various pre-scheduled school/community events. For specific scheduled professional development activities, topics covered and persons responsible, see Attachment 15 (Truth Academy Employee Handbook).

Performance Management

THE SCHOOL

Performance Management Narrative

The renewal inspection team will see a pervasive school culture in which students, staff and families from diverse backgrounds respect one another, take responsibility for the quality of their work and their own academic and social-emotional learning, and support others as they strive to reach their full potential. They will see an educational program that is progressive in its implementation, highly responsive to students’ needs and interests, and which sets and supports high expectations for all students’ achievement. They will see children in mixed-age groups actively engaged in posing questions, discovering meaning, applying relevant skills and knowledge, sharpening their critical thinking and creative problem-solving skills, regulating their own behavior, and managing their own learning. Students’ work (academic and creative arts) displayed throughout the school, their classroom interactions, and their academic data will evidence both standards-based knowledge and skills, and the habits of judgment necessary to participate in our 21st century economy and our democratic society. The enthusiasm for learning will be palpable throughout the school. The renewal inspection team will find that TASCS has
made substantial progress toward meeting its Accountability Plan goals in the areas of academic performance, organizational viability and faithfulness to the school’s charter. Students will have met academic progress targets, and the school will have full enrollment with a majority of students who are not native-English speakers, a balanced budget, and widespread, family participation in democratic school governance and the day-to-day operation of the school.

**Dissemination**

The Truth Academy STEAM Charter School Board of Directors, Advisory Committee members, staff and families will do everything possible to disseminate information about our successful programming, curriculum, and teaching methods to other public schools. We are particularly excited about the possibility of our after-school Learning in Two Languages (LiTL) Programs providing a successful model for accelerating ELL’s academic progress that could easily be implemented in a district school without restructuring the school day or upsetting the current arrangements with collective bargaining units. Our school’s small size and independence will allow for a degree of innovation and experimentation that has proven difficult in a large school district such as ours. We are hopeful that our school will discover new and improved ways of meeting the educational and social-emotional needs of Sunflower County’s students and that, once our innovations prove successful, the district will follow our lead. We are confident that after TASCS is chartered, our founders’ long-standing relationships with district administrators and teachers will enable us to work productively with them to improve all public schools in Drew and the entire county.

The **Achievement Model** provides a measure of overall school or district level performance during the previous school year. A Quality of Distribution Index (QDI) value is calculated using data from the MCT2 (Mississippi Curriculum Test, Second Edition) language arts and mathematics tests. The QDI value ranges from 0 (100% of students scoring in the lowest proficiency level on the assessments) to 300 (100% of the students scoring in the highest proficiency level on the assessments).

The **Growth Model** provides a measure of the degree to which a school or district met its expected performance during the previous school year. A Growth Composite value is calculated using data from the last two school years. Student performance on the MCT2 is used to predict student performance on the MCT2 the following year and student performance. The Growth Composite value ranges from small negative values (e.g., -3) through small positive values (e.g., +3). A value of 0 or higher indicates that the school or district met its performance expectation and results in a Growth Status of “Met.” A negative value indicates that the school or district did not meet its performance expectation and results in a Growth Status of “Not Met.”

**MCT2:** The Mississippi K-3 Assessment Support System (MCT2) is a coherent assessment system, which will include integrated components related to student learning and instructional supports in literacy and mathematics for all students enrolled in Mississippi public schools in grades K-3. This system will include 3 components: the Universal Screener and Diagnostic Assessment, a Kindergarten Readiness Assessment, and the 3rd Grade Reading Summative Assessment (3rd Grade Reading Gate).

**Stewardship**

Truth Academy STEAM Charter School will maintain 100% compliance with MDE, MCSAB,
federal, state and local regulations. All governing board members are expected to be faithful to the organization’s mission. Board members are not permitted to act in a way that is inconsistent with the central goals of the organization. The basis for this rule lies in the public’s trust that the school will manage public and donated funds to fulfill the organizational mission.

Facilities
Truth Academy STEAM Charter School developers have identified a potential school facility through the assistance of Drew’s Mayor, City Aldermen and members of the Mayor’s Board. The facility is the former Drew High School (now vacant). It is currently owned by the City of Drew, hence the reason for negotiating with the Mayor and his Board. The facility, which is located at 188 Green Avenue in Drew, Mississippi, is appropriate for the instructional needs of the projected total student enrollment at capacity (Grades K–8). The enrollment capacity for the first school year, 2018–19, is 140 students in Grades K–6. The facility is more than sufficient to meet the schools needs in terms of enrollment growth from year to year. We will be lease and renovate to meet the basic requirements to accommodate the school plan of Truth Academy STEAM Charter School. General descriptions follow:

- Number of Buildings on the campus: 4 (two-story main w/classrooms and an auditorium; gymnasium w/music hall; cafeteria w/technology center, etc.; ground floor building w/classrooms
- Number of Classrooms: 19
- Square footage per classroom ≈ 600 (average 30ft. X 22ft.)
- Total square footage of the facility only ≈ approx. 60,000 (not including the grounds)
- Amenities: Office space, kitchen, dining hall (cafeteria), auditorium, library, common areas, technology center, parent center, performing arts areas

See Attachment 18 for the school facility commitment letter from the Mayor, photographs; floor plan descriptions, etc.

Start-Up & Ongoing Operations
Assuming that our charter is granted in mid-September 2017, our plan is to have the School Leader (Principal) identified and hired by the end of September 2017. The Principal, with assistance from the Executive Director, will be the primary point person for executing the Start-Up Plan to establish this new school. The Start-Up Plan (Attachment 19) provides an overview of the plan we will put in place from charter award to the first day of school. While we are applying for a fall 2018 opening and will have approximately 10 months planning period, we recognize that because of cost constraints, most of the actual work to open the school will occur in the last six months of the planning period. The Start-Up Plan is created with that assumption in mind. The Executive Director has successfully authored and opened a Middle College/Early College High School on a college campus (Fall 2005) as well as written for and assisted with the opening of a charter middle school for boys in Memphis, Tennessee (Fall 2009). She is familiar with many of the required plans and policies, and possesses the depth in talent and expertise needed to implement an effective action plan to successfully open the school.

The Truth Academy STEAM Charter School Board of Directors is aware that successful charter school start-up involves many different skills sets and expertise ranging from finance, human resources, facilities, curriculum, purchasing, information technology, to public relations and
Truth Academy STEAM Charter School

much more. By giving empowering the proposed ED the latitude utilize her experience and expertise, the school will benefit from an in-house experienced professional, with more than 8 years of direct engagement in launching new schools. For our proposed new school, a Start-up “Project Director” serves as the “traffic cop” to whom status reports from each prospective team member are provided and activities are coordinated. The Project Director (the ED) in turn provides regular reports to the Truth Academy Board of Directors, on the start-up status. Having one person as the hub ensures that information flows efficiently. Truth Academy STEAM Charter School’s Start-Up Plan is detailed in Attachment 19.

Ongoing Operations

Food Service Plan
Truth Academy STEAM Charter School will participate in the National School Lunch, and School Breakfast Programs. The School will provide breakfast, lunch, snack and dinner nutritional food services for students attending the school under federal USDA guidelines. At full expansion TASCS will hire three (3) cafeteria workers to prepare the food and manage the cafeteria. The School will prepare a weekly food menu that will follow all CACFP/USDA guidelines for student in grades K-8. Nutrition services will meet all local, state and federal standards. The School will meet with parents of students in the neighborhood to establish community gardens, establish partnerships with farms and grocery stores for inclusion of fresh fruits/vegetables to meet the needs of low-income and/or academically low-achieving students attending the school. A long-range plan is to designate space near the facility to develop a community garden. TASCS will distribute to families, application forms that will qualify students for free or reduced price lunches based on each family’s income level and status. USDA has strict guidelines for income eligibility for qualification into food reimbursement programs and the school will adhere to these guidelines.

Transportation
Truth Academy STEAM Charter School will provide timely and comprehensive transportation services for all students enrolled. We will contract with local transportation vendors to provide daily transportation services to our students. Our transportation plan will focus on students residing within Sunflower County, Mississippi projected for 2018–2019 enrollments in grades Kindergarten–sixth grade. Students enrolled in TASCS under the open-enrollment law will be assigned bus routes and schedules in strategically designated areas. TASCS can elect to use the local transportation vendors or select a different vendor if applicable. The Board of Directors will make this decision as we move further into the charter approval process.

The number of bus routes along with day route stops will be determined by need; the number of students as well as students living at addresses within each clustered area of the attendance zones. The School’s governing board will appoint a committee consisting of school officials, parents, local community leaders and business leaders to identify geographic locations, and a safe number of students assigned to each. All students residing in neighborhood with specific needs for transportation services will be assigned bus routes for pick-up/ drop-off for daily services.

Truth Academy will provide transportation services from an approved vendor’s possessing US DOT number, operating authority, and the appropriate liability insurance coverage for field trips.
and other extra-curricular activities. Parents will be responsible for funding their student’s cost for field trips and transportation. It will be the responsibility of the governing board or their designee to submit requisitions for transportation to extra-curricular activities, school field trips and athletic events.

The governing body will utilize the Request for Proposal (RFP) process for selecting and approving transportation vendors who possess comprehensive liability insurance before providing our students with services. The School will also appoint a school transportation safety and compliance liaison to ensure daily operational transportation safety protocols are adhered to. Parents will be required to complete a transportation services application, release of liability waivers, permission forms/letters; and must agree to all transportation regulations and guidelines. All students will be issued schedules of daily bus routes upon enrollment. TASCS will also develop student transportation policies, procedures and expectations for student services. The Truth Academy STEAM Charter School Parent/Student Handbook will include transportation expectations for student/parent information.

School/Workplace Safety
Truth Academy STEAM Charter School developers are currently designing a Crisis Intervention Plan to ensure maximum safety and well being of its students and employees. In general, we are establishing a policy, which will consider current state and local as well as common sense workplace safety practices. Upon completion, our school’s safety/crisis intervention plan will ensure reasonable comfort and protection from injury and harm while working and learning in our facilities. Until such time that our complete crisis intervention plan is completed, all employees are expected to work safely, observe general safety practices, and report unsafe practices or conditions to their immediate supervisor.

List of the Types of Insurance Coverage the School Will Secure
- General Liability - $2,000,000 aggregate/$1,000,000 occurrence limits
- School Board Professional Liability - $1,000,000
- Umbrella Coverage - $5,000,000 (Extends professional liability and general liability limits)
- School Contents Coverage (property/computers)-$100,000 limit with 100% Replacement cost
- Valuation and a $500 deductible.
- Employer’s liability for workers compensation - $1,000,000 limit
- Fidelity Coverage (Employee dishonesty coverage) in the amount of $500,000
- Physical/Sexual Abuse and Molestation Liability Coverage in the amount of $ 1,000,000

Operations Capacity
Dr. T.J. Graham, the primary developer of this proposal, has experience handling all facets of school start-up, from registration with State Departments of Education to coordinating the acquisition of facilities for schools. Her qualifications were evident with the development of Hollis F. Price Middle College/Early College as well as City University Charter Middle School for Boys. With the latter, Dr. Graham, negotiated with the LEA to acquire a facility for the school, ordered furniture, textbooks, instructional supplies and materials, and technology. Utilizing her considerable experience with Compensatory Education Services (Title I), she
ensured that the school, as a school-wide project Title I school, received all funds and services to which they were entitled.

When Dr. Graham served as Superintendent of Schools in the Helena-West Helena School District, she was actively involved in all facets of school operations for all of the schools in the district. This included, but was not limited to budgeting, school plant and grounds maintenance, transportation, training administrative and instructional staff, coordinating consultants for training and professional development, overseeing the Office of Research and Evaluation, etc. Her many years serving in administrative positions has positioned her perfectly for the development of an innovative charter school, which, if approved, will serve as a model for other similarly situated schools.

While Ms. Shantal Johnson, the co-developer of the proposed school, is relatively new in leadership, she possesses a natural ability to get things done in a school setting. As mentioned earlier in this application, Ms. Johnson served as Grade Level Chairman for fifth grade in the 2015–2016 school year. As TASCS school leader, she will provide instructional leadership, manage daily school academic staff operations, and provide services to students. Her exceptional leadership skills, experience in the arts, track record of success in fostering student academic achievement, and school leadership in K–5 and K–8 school settings, position her perfectly to lead a staff and students of an innovative STEAM charter school. She possesses the following qualifications: (1) a proven track record of improving academic achievement among students from a range of socio-economic backgrounds using progressive educational methods as a teacher and in a leadership role; (2) a commitment to her current school’s mission and vision; (3) knowledge of progressive curriculum, instruction and program management; (4) the ability to train, coach, support and manage progressive teachers; and (5) excellent organizational, leadership and interpersonal skills. For specific evidence of the proposed principal’s leadership capacity, see Attachment 10.
Section 3: Financial Plan & Capacity

Financial Plan

The governing board of Truth Academy STEAM Charter School will follow a financial plan that shows a diverse number of sources for organizational income. Board members play a crucial role in the selection, implementation, and evaluation of fundraising strategies. In addition to other ways that board members participate in fundraising, each will individually commit to raising funds as well as providing personal funds to support the school. In addition to personal donations, board members will establish a committee to monitor and evaluate all school fundraising efforts. Fundraising efforts may include, but not be limited to:

1. Individual gift solicitations
2. Direct mail campaigns
3. Local/federal government grants
4. Special fundraising events
5. Challenge campaigns within the local community
6. Individual & corporate pledges
7. Selling organizational buttons, T-shirts, bumper stickers, etc.
8. Raffle ticket sales
9. Fundraising banquets
10. Bequeaths
11. Donated item side-walk/garage sales
12. Corporate matching

Governing board members and officers have a fiduciary duty to the non-profit organization that sponsors Truth Academy STEAM Charter School. All board members owe a duty of care, duty of loyalty, and a duty of good faith. The duty of care requires that board members act with the care an ordinarily prudent person in a like position would act in the same circumstances. The duty of loyalty requires that board members put forth the interest of the school above their own personal interests. The duty of good faith requires that board members not make decisions that demonstrate a deliberate indifference to a potential risk or harm of the school. Fundraising is ongoing and because all stakeholders want to provide the best possible educational environment for our children, and no amount of board effort is truly enough. The governing board will evaluate the effectiveness of each fund-raising initiative and those, which prove to be most advantageous, will be enhanced annually based on board creativity and imagination.

Financial Management Capacity

In order to remain informed of the school’s financial position, the Truth Academy STEAM Charter School Board will employ the following fiscal controls and financial management policies:

- The Chairman of the Finance Committee will review all financial reports prior to all Board meetings.
- The Board will ensure that a yearly budget, along with a cash flow projection and a capital budget, is submitted and approved by the end of April. The Board may request a revised budget in December.
- The Board will review the school’s budget-to-actual and cash-flow statements on a monthly basis.
The Board will ensure that the school maintains its accounting records and related financial reports on the accrual basis of accounting.

The Board will contract annually to conduct an audit of the school’s financial statements in accordance with generally accepted auditing standards.

The Board will request and review a physical inventory of all property in the schools possession or control on an annual basis, comparing it with a detailed fixed asset subsidiary ledger.

The Board will ensure that accounting policies and financial reporting adopted are consistent with the special purpose governmental entity requirements of the Governmental Accounting Standards Board (GASB), applying the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

The Board will ensure appropriate record retention and disposal as required by official school policy and by the U.S. Office of Management and Budget (for records supporting federal contracts).

Safeguarding public funds is the absolute top priority of the Truth Academy Board of Directors. To fulfill its fiduciary responsibility, the Board will adopt financial controls and fiscal management policies to govern daily financial management in compliance with generally accepted accounting procedures. The Board of Trustees will approve policies to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

In Years 1-4 the school’s day-to-day business and financial operations will be handled by the school’s secretary, who will act as business manager and who will report directly to the Principal and the Executive Director until a Chief Financial Officer (CFO) is hired in Year 5. Beginning in Year 5, the school’s secretary will have a dotted reporting line to TASC’s Chief Financial Officer (CFO). The CFO’s minimal qualifications will be: (a) bachelor’s or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years of experience in a field related to business or finance; or (b) documented experience of ten or more years in the field of business and financial management. The CFO’s responsibilities are: accounts payable, payroll, general ledger, reconciliation of accounts, production of financial statements, preparations for audits, accounts receivable, financial data entry (lunch and after-school programs, etc.). The CFO will approve purchases, sign checks, plan budgets, and oversee overall fiscal controls.

**Truth Academy STEAM Charter School’s Accounting System** - The School’s annual operating budget is the plan of current expenditures and the proposed means of financing them. This budget is the primary means by which most of the financing acquisition, spending, and service delivery activities of LEA are controlled. The annual operating budget is required by law and is in accordance with Standards 7, 10 and 11 as outlined in the Mississippi Public School Accountability Standards. The School shall follow the procedure for preparing and filing the annual operating budget with the levying authority as outlined in MS Code § 37-57-1.
Deadlines and Schedules - Truth Academy STEAM Charter School shall follow the deadlines and meet the schedule prescribed by and provided for by the State Auditor’s Office and the Mississippi Department of Education as stated in MS Code § 37-61-9.

Books of Accounts - The school will utilize a fully integrated general ledger accounting software. The software will have the ability to provide a balance sheet, income statement, cash flow, and budget reports. The software also will feature integrated purchasing, cash disbursements, cash receipts, inventory capabilities, and any items necessary to maintain the records in accordance with generally accepted accounting principles.

Chart of Accounts - The CFO shall develop a Chart of Accounts that accurately reflects budget categories and provides information in a manner to coincide with reporting requirements from the MCSAB and the Mississippi Department of Education. The CFO shall also use class tracking to properly maintain restricted funds by distributing revenues and expenses according to the Chart of Accounts.

Financial Statements - The financial records and statements of the school will be kept and presented in accordance with generally accepted accounting principles in the United States of America. Generally accepted accounting principles for school districts are derived from the official pronouncements of the Governmental Accounting Standards Board (GASB). On June 30, 1999, the Governmental Accounting Standards Board approved GASB Statement No. 34, Basic Financial Statements and Management’s Discussion and Analysis – for State and Local Governments. This statement describes the minimum set of financial statements, note disclosures and required supplementary information that must be presented in a financial report for an independent auditor to assert, without qualification or further comment, that a government’s financial statements are fairly presented in conformity with general accepted accounting principles (GAAP).

Financial statements shall be prepared as the Board of Directors directs and shall be available for review by the Board whenever requested. Annual audited financial statements shall be prepared by the School’s contracted auditing firm. The CFO shall prepare periodic Statements of Financial Position and Statements of Activities. These statements shall include a comparison of year-to-date actual and year-to-date budget and shall be reviewed by the Finance Committee and/or the Treasurer on a regular basis.

Bank Account Management: Issuing/Signing Checks - The CFO prepares all checks for signature. Checks will be issued only when within the approved budget and with the approval of the Principal. The Principal, Executive Director and the President of the Board of Trustees shall have check signing authority. Two signatures are required for any checks over $5,000. Voided checks shall be retained to insure proper maintenance of checking account records.

Bank Account Management: Opening/Closing Accounts - The Board of Trustees must approve the opening or closing of any bank accounts. The signature of the Board Chair, Treasurer of the Board of Trustees, and the Principal of the School shall be required to open or close accounts. The Treasurer, with the help of the CFO, shall compile any necessary information including necessary signatures, to open or close any TASCS accounts.
Bank Account Reconciliation - Reconciliation of each charter school account shall be done before the monthly meeting of the Board of Trustees for the following month. The CFO shall reconcile the bank accounts as soon as possible following the end of the month.

Petty Cash - Truth Academy STEAM Charter School may maintain a petty cash fund used to make change for the sale of uniforms. The School Secretary (s) will maintain the petty cash fund. The Petty Cash box shall be kept in a locked cabinet and taken out only for uniform purchases. On a weekly basis, excess funds shall be given to the CFO to be taken to the bank for deposit. The amount of the deposit shall be reconciled to the uniform receipt book.

Accounts Receivable - Truth Academy STEAM Charter School bills Mississippi Department of Education (MDE) for students attending the School during the year. The School also submits periodic requests for disbursement of funds for state and federal grants, including school lunch reimbursement and Consolidated Grant funding. The school’s secretary shall prepare bi-monthly bills with the help of the CFO for remittance to the school. The School Meals subcontractor shall prepare requests for reimbursement for the school breakfast and lunch programs, and the CFO shall record these amounts in the general ledger on an accrual basis. The Financial Consultant shall prepare requests for reimbursement for other federal and state grants including the Consolidated Grant, and shall record these amounts in the general ledger on an accrual basis.

Purchases - The School shall use purchase orders and maintain a purchase order log for all non-recurring purchases. Purchase orders must be used for all non-recurring purchases. The Principal must approve all purchase orders before being submitted to the vendor. The School shall maintain a numbered purchase order log for each school year. Purchase orders must be checked off when packages are received and attached to invoices in order to be paid.

Accounts Payable - Whenever practical, the School shall pay invoices within 30 to 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount, which precludes payment within 60 days, may be put on a payment plan, allowing a monthly payment agreeable to both the School and the vendor, unless another arrangement is reached agreeable to both the School and the Vendor. Accounts payable shall be maintained in the accounting software by the CFO. All invoices should be entered on a weekly basis, and all checks should be written out of the software to ensure that payments are not duplicated nor overlooked. Unpaid invoices shall be filed in the accounting office in a separate area from paid invoices.

Payroll - Payroll services will be outsourced to assist the school in the transmissions of payroll and payroll tax responsibilities. Truth Academy shall use the Paychex® payroll service to issue employees’ paychecks. The pay period runs Saturday to Friday for 2 weeks. Timesheets are due to supervisors for approval on Monday following the end of the two-week pay period. The CFO shall call payroll into the payroll service on Tuesday or Wednesday after the end of the pay period. The pay period runs Saturday to Friday for 14 days. Pay will be issued bi-weekly via direct deposit on a one-week lag. Funds shall be available to employees every other Friday.

Mail Management (Incoming Checks) - All incoming mail is opened and distributed by the Secretary 1. Any checks received are given to the Principal, who in turn passes them onto the
CFO or their designee for immediate endorsement and timely acknowledgment and deposit. When the secretary opens mail, containing checks, he/she will give them to the Principal, who passes the checks on to the CFO, who endorses the checks and keeps them in a locked cabinet until they are taken to the bank. The CFO shall prepare deposits slips and take deposits to the bank. A record of each check shall be attached to the deposit slip, filed, and used for reconciliation of the bank statement.

**Budgeting Funds** - TASCS shall prepare and maintain a five-year budget at all times. The Board of Directors shall approve the budget. The Finance Committee, which includes the Board Chair, Treasurer of the Board of Directors, the Principal, and the CFO, shall develop an annual budget in conjunction with the short- and long-term plans of the School. The budget shall be reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it shall be presented to the Board of Directors for review and vote. Upon acceptance of the budget, it shall be submitted to the Mississippi Charter School Authorizer Board by the annual deadline.

**Capital Depreciation** - The School shall maintain a capital depreciation account maintained by its auditors and reviewed by the CFO on a periodic basis. The Board of Directors and/or the Principal shall approve all equipment purchases. Assets in excess of $5,000 shall be depreciated over their useful life. Assets under $5,000 and “canned” software purchases shall be expensed. Disposition of property shall require the approval of the Board of Directors.

**Staff and Travel Expenses** - Truth Academy staff shall be reimbursed for travel and related expenses while on the school business or training. All staff shall submit check requests to the Principal for approval. Original receipts should be attached to the check request. Staff shall be reimbursed within 20 business days of submission of a completed check request to the Principal.

**Annual Audit** - An accounting firm selected by the TASCS Finance Committee shall conduct an independent audit annually. The Board of Directors will contract annually with a qualified independent certified public accounting firm to conduct an audit of the school’s financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the *U.S Office of Management and Budget’s Circular A-133*. The audit firm will be familiar with these standards, related State and Charter School regulations, and the Mississippi Charter School Audit Guide in order to properly conduct the audit. Truth Academy STEAM Charter School shall follow the deadlines and meet the schedule prescribed by and provided for by the State Auditor’s Office and the State Department of Education as stated in MS Code § 37-61-9. The CFO shall assist the independent auditing firm in completing its annual audit.

**Insurance** - Truth Academy STEAM Charter School shall maintain appropriate insurance coverage. The following insurance shall be maintained: (A) Commercial Package, (B) Umbrella, (C) Trustees and Officers Liability, (D) Disability, (E) Worker’s Compensation, (F), Student Accident and any other insurance deemed necessary per the School’s Charter, agreement with vendors, or recommended by the insurance broker. The School shall also contribute to the state unemployment Insurance Fund in accordance with applicable law.
Contracts and Grants - The execution of contracts and grants shall be within the scope of the School’s mission, goals, and annual plans. All contracts shall be approved by the School Attorney and the Board of Directors prior to being signed by the Board Chair.

Investment Policies - Excess funds shall be invested only in FDIC insured or collateralized money market accounts. TASCS may open and maintain a stock and mutual fund account for the purpose of receiving appreciated stocks or mutual funds as gifts, as well as maintain a money market account to invest excess funds. TASCS shall also maintain a stock and mutual fund account to accept gifts. Amounts held in these accounts shall be determined at the discretion of the Finance Committee.

Borrowing Funds - The Truth Academy Board of Directors must approve the borrowing of funds and the establishment of a line of credit. The School shall maintain a line of credit at a limit to be determined by the Board of Directors to ensure smooth cash flow. The Board of Directors shall determine if the School should incur any mortgages or other debt. The Board of Trustees must approve any changes in the borrowing terms. The Board shall notify the State if borrowing over $25,000 occurs.

Bequests and Contributions - Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the Principal and the Executive Director and consistent with any restrictions set forth by the Board of Trustees. Bequests that are donor restricted shall be used for the purpose articulated by the donor. The Principal shall designate the use of bequests and contributions.

Credit Cards - Truth Academy will maintain a credit card for the sole purpose of school purchases. The Board of Directors’ finance committee, will monitor purchase on a monthly basis and there will be spending limit in place. There will be a monthly and annual report of credit card expenditures.

Security of Financial Data - Truth Academy shall maintain its financial data in a secure fashion. All accounting records shall be maintained in the accounting office. This office will remain locked at all times. All cabinets in the office shall also be locked. Keys to this office shall be limited to the CFO, the Executive Director, the Principal, and Board Chair. Accounting records on the server shall be maintained on a secure drive. Access to this drive shall be limited to the CFO, the Executive Director, the Principal, and the Board Chair. The computer files on the server shall be backed up on a daily basis and maintained offsite in a secure location.

Equipment Purchased with Federal Funds
Beginning with 2005-06 budgets for grants and grant contracts, the dollar threshold for classifying an item as equipment was raised from $1,000 to $5,000. Therefore, items with a unit value of $5,000 or more and having a useful life of more than one year will be reported as Equipment on the financial forms for grant programs.

All organizations must maintain an inventory of capital assets. The inventory must include, but may not be limited to, all items included in the equipment category for federal grant programs. The inventory listing must contain the following:
A description of the equipment, including manufacturer, model, and serial number
Identification of the grant under which the recipient agency acquired the equipment
Acquisition date and unit acquisition cost
Information on how the grant share of the cost was determined if the cost was shared by the recipient agency.
Location, use, and condition of the equipment and the date this information was recorded.
All pertinent information on the ultimate transfer, replacement, or disposition of the equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

4) Adequate maintenance procedures must be developed to keep the property in good condition.

**Disposition of Equipment** - When original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

1) Items of equipment with a current per-unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.

2) Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by the School.

**Federal Equipment** - In the event that TASCS is provided federally owned equipment:

1) Title will remain vested in the Federal Government.

2) TASCS will manage the equipment in accordance with federal agency rules and procedures, and submit an annual inventory listing.

3) When the equipment is no longer needed, TASCS will request disposition instructions from the federal agency.

**Right to Transfer Title**

The federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is, otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:
1) The property shall be identified in the grant or otherwise made known to the grantee in writing.
2) The federal awarding agency shall issue disposition instructions within 120 calendar days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions within the 120 calendar-day period, the grantee shall follow.
3) When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

The school's business office will be guided by a comprehensive fiscal policy and procedure manual. The manual (under development) will encompass such categories as Chart of Accounts, Cash Receipts, Cash Disbursements, Bank Reconciliation, Accounts Payable, Payroll Procedures, Annual Budget, Capital Outlay and Depreciation, Audits, Purchases, Internal Controls, Financial Management, Procurement Policies, Travel Policies, and Account Management. The manual, when complete, may be made available upon request.

The CFO (Executive Director until the CFO is hired) will provide the Board with detailed monthly statements of all revenues received from all sources as well as expenditures. This report will include direct expenditures for contracted services compared to the budget as well as any variances. The business office will provide quarterly detailed schedules of expenditures at an object level for Board review. The Executive Director and/or CFO will report on operations, management, and finances at regular board meetings. Although the Board of Directors has final authority to establish the operating budget, the CFO, the Executive Director, the School Leader (Principal), and the school’s financial secretary, in coordination with TASC’S’s personnel office, are the closest to the day-to-day finances and operations and will therefore, play the key role in implementing financial decisions. CFO and Chair of the Finance Committee will review the school’s financial statements on a monthly basis, thus providing another layer of oversight for the school and its board.
## Curriculum Description Table

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Publisher</th>
<th>Rationale for Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level: Kindergarten - 2</strong></td>
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</table>
| **ELA** | Houghton Mifflin Harcourt  
*Journeys’ Common Core* | Houghton Mifflin Harcourt’s “Journeys’ Common Core” is a fully integrated K-8 Language Arts program. Kindergarteners are introduced to the concept of print through Big Books and Read Aloud Trade Books with a special focus on vocabulary. Comprehension in Journeys’ Common Core also begins with the Read Aloud at each grade level and is supported by direct-skill instruction. |
| | Thinking Maps Inc.  
*Write From the Beginning and Beyond* | *Write From the Beginning* utilizes Thinking Maps as the foundation for mini-lessons in both writing and reading comprehension. Thinking Maps is a compilation of eight visual patterns, each based on a fundamental process (e.g., double bubble map/comparing, tree map/classifying, flow map/sequencing) involved in the writing process. |
| **Math** | Houghton Mifflin Harcourt  
*Singapore Math*® *(Math in Focus)* | *Singapore Math*® (Math in Focus) is a K-8 balanced math program that relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. In other words, students are not just learning to get the right answer, but also why the answer they get is the right answer. *Singapore Math*® also relies heavily on visualization. Students learn to use model drawing to solve word problems. Instead of trying to picture a problem in their head and then writing out the equation to solve it. |
| **Science** | National Academies and the Smithsonian Institution  
*Science and Technology Concepts (STC)*™ | Science and Technology Concepts STC™ is a STEM supported basal, inquiry-based science curriculum for grades K–10 that covers life, earth, and physical sciences with technology. STC™. Students in Grades K-2 investigate the relationship between weight and balance in a physical science unit. |
<p>| <strong>Social Studies</strong> | Mississippi Social Studies Standards (Grades K-2) | Mississippi Standards for Social Studies instruction will be both direct and problem-based, while utilizing the Core Knowledge Sequence to add guiding content and resources. |
| <strong>Other (specify)</strong> | STEM to STEAM Laboratory | STEM to STEAM Lab activities will give students an opportunity to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills. |</p>
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<td>Science</td>
<td>National Academies and the Smithsonian Institution <em>Science and Technology Concepts (STC)™</em></td>
<td>In <em>Motion and Design</em>, a physical science unit for grades 3-4, students learn why objects go and stop. Students use K’NEX® sets, which are exclusive to STC™, to build model cars from accurate technical drawings, and design them to meet specific challenges. Not only will students learn how to make a car go fast or far, but also how to carry a load, resist air, and more.</td>
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| | Thinking Maps Inc.  
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| | I CAN Learn® Pre-Algebra and Algebra | The I CAN Learn® Education System is an interactive, self-paced, mastery-based software system that includes the I CAN Learn Fundamentals of Math (5th–6th grade math curriculum). |
| **Science** | National Academies and the Smithsonian Institution  
*Science and Technology Concepts (STC)™* | In Motion and Design, a physical science unit for grades 5–6, students learn why objects go and stop. Students use K’NEX® sets, which are exclusive to STC™, to build model cars from accurate technical drawings, and design them to meet specific challenges. Students learn how to make a car go fast or far carry a load, resist air, and more. |
<p>| | FOSS (Full Option Science System) Kits | FOSS is a proven inquiry-based, active learning science program that allows students to expand their science |
| <strong>Social Studies</strong> | Mississippi Social Studies Standards (Grades 5-6) | Mississippi Standards for Social Studies instruction will be both direct and problem-based, while utilizing the Core Knowledge Sequence to add guiding content and resources. |
| <strong>Other (specify)</strong> | STEM to STEAM Laboratory | STEM to STEAM Lab activities will give students an opportunity to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills. |</p>
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<td>Renaissance Learning’s <em>Accelerated Math™ (Grades 7 &amp; 8)</em></td>
<td>Accelerated Math™ is a K-12 software tool that creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software will be used in conjunction with the Singapore Math curriculum to add practice components and aid teachers in differentiating instruction.</td>
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<td>Science</td>
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<td>Experimenting with Forces and Motion allows students in grades 7 and 8 to investigate the nature of energy, the different forms it can take, the nature of different forces, and how those forces affect the motion of objects.</td>
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# Scope and Sequence Summary

## Core Academic Program Scope and Sequence

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<tr>
<td>K</td>
<td>Language Arts&lt;br&gt; I. Listening and Speaking: Classroom Discussion; Presentation of Ideas and Information; Comprehension and Discussion of Read-Alouds—All Texts; Fiction, Drama, and Poetry; Comprehension; Nonfiction and Informational Text&lt;br&gt; II. Reading: Print Awareness; Phonological and Phonemic Awareness; Phonics (Decoding and Encoding); Oral Reading and Fluency; and Reading Comprehension&lt;br&gt; III. Writing&lt;br&gt; IV. Language Conventions: Handwriting and Spelling; Parts of Speech and Sentence Structure; Capitalization and Punctuation&lt;br&gt; V. Poetry: Mother Goose and Other Traditional Poems; Other Poems, Old and New&lt;br&gt; VI. Fiction; Stories; Aesop’s Fables; American Folk Heroes and Tall Tales; Literary Terms&lt;br&gt; VII. Sayings and Phrases</td>
<td>I. Patterns and Classification&lt;br&gt; II. Numbers and Number Sense&lt;br&gt; III. Money&lt;br&gt; IV. Computation&lt;br&gt; V. Measurement&lt;br&gt; VI. Geometry</td>
<td>I. Plants and Plant Growth&lt;br&gt; II. Animals and Their Needs&lt;br&gt; III. The Human Body&lt;br&gt; IV. Introduction to Magnetism&lt;br&gt; V. Seasons and Weather&lt;br&gt; VI. Taking Care of the Earth&lt;br&gt; VII. Science Biographies</td>
<td>History and Geography&lt;br&gt; World: I. Geography: Spatial Sense&lt;br&gt; II. An Overview of the Seven Continents&lt;br&gt; American: I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement A. The Voyage of Columbus in 1492 B. The Pilgrims C. July 4, “Independence Day” IV. Presidents, Past and Present V. Symbols and Figures</td>
</tr>
</tbody>
</table>
# Scope and Sequence Summary

## I. Numbers and Number Sense

- **I. Numbers and Number Sense**
  - **II. Fractions**
  - **III. Money**
  - **IV. Computation**
    - A. Addition
    - B. Subtraction
    - C. Introduction to Multiplication
    - D. Solving Problems and Equations
  - **V. Measurement**
    - A. Linear Measure
    - B. Weight
    - C. Capacity

## II. Fractions

## Energy Forms

## I. Numbers and Number Sense

## II. Fractions

## III. Money

## IV. Computation

## V. Measurement

## ELA 2: Listening and Speaking

## I. Early People and Civilizations

## A. The Earliest People: Hunters and Nomads

## B. Early American Civilizations

## C. History of World Religions

## III. Modern Civilization and Culture: Mexico

## A. Geography

## B. Culture

## American:

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## American:
<table>
<thead>
<tr>
<th>3</th>
<th>Reading Comprehension (All Texts); Reading Comprehension (Fiction, Drama, and Poetry); Reading Comprehension (Nonfiction and Informational Text)</th>
<th>(Volume) renewable and nonrenewable natural resources as well as determine how they can be conserved.</th>
<th>Government: The Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Writing; Narrative Writing; Informative and Explanatory Writing; Persuasive Writing (Opinion)</td>
<td>D. Temperature Exploring Soil Students will explore soil composition and its ability to retain water and sustain life.</td>
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<tr>
<td>IV. Language Conventions: Spelling; Parts of Speech and Sentence Structure; Capitalization and Punctuation</td>
<td>E. Time *Physical Science Strand: FOSS Balance and Motion Biological Science Strand: FOSS Insects Earth / Space Science Strand: FOSS Air and Weather</td>
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<td>V. Poetry</td>
<td>VI. Geometry Exploring Soil Students will explore soil composition and its ability to retain water and sustain life.</td>
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<td>VI. Fiction: Stories; Mythology of Ancient Greece; American Folk Heroes and Tall Tales; Literary Terms</td>
<td>VII. Sayings and Phrases Investigating Weathering, Erosion, and Deposition Students will investigate the forces of weathering, erosion and deposition and their effects on Earth’s landscape</td>
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<td></td>
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<tr>
<td>VII. Sayings and Phrases *Physical Science Strand: FOSS Balance and Motion Biological Science Strand: FOSS Insects Earth / Space Science Strand: FOSS Air and Weather</td>
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<tr>
<th>3</th>
<th>I. Reading and Writing: Reading Comprehension and Response; Writing; Spelling, Grammar, and Usage; Vocabulary</th>
<th>Investigating Weathering, Erosion, and Deposition Students will investigate the forces of weathering, erosion and deposition and their effects on Earth’s landscape</th>
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<tbody>
<tr>
<td>II. Poetry</td>
<td>IV. Computation</td>
<td>Predicting Weather and Its Processes Students will explore the processes of the water cycle. Students will record weather change using metric tools and make predictions using weather maps.</td>
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<tr>
<td>III. Fiction: Stories, Myths and Mythical Characters; Literary Terms</td>
<td>A. Addition</td>
<td>Exploring Natural</td>
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<td>B. Subtraction</td>
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<td></td>
<td>C. Multiplication</td>
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<td></td>
<td>D. Division</td>
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<td></td>
<td>E. Solving Problems and Equations</td>
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<td>V. Measurement</td>
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<tr>
<td></td>
<td>A. Linear Measure</td>
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<td>Grade 4 Students will:</td>
<td>Grade 4 End-of-Year-expectations for mathematics include:</td>
<td>Exploring Producers and Consumers</td>
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<td>Describe the basic elements of stories, such as characters, events, and settings by drawing on specific details in the text;</td>
<td>Using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements</td>
<td>Students will explore interactions that occur between producers and consumers.</td>
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<tr>
<td>Pay close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explain how the author uses facts, details, and evidence to support particular points;</td>
<td>Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million); Multiplying and dividing multi-digit numbers in simple cases</td>
<td>Inherited Traits, Learned Behavior, and Adaptations</td>
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<tr>
<td>Compare ideas, characters, events, and settings in stories and myths from different cultures;</td>
<td></td>
<td>Designing Investigations</td>
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*Physical Science Strand: FOSS Physics of Sound
Biological Science Strand: FOSS Human Body
Earth / Space Science Strand: FOSS Earth Materials
Reading Workshop Unit - “Ecosystems”

Cyclical Events
Students will explore the causes of the night/day cycle, seasons, and ocean tides.

Comparing Animals and Plants
Students will explore growth of organisms and life cycles.
<table>
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<tr>
<th>Grade 5 ELA skills</th>
<th>End-of-Year Mathematics skills include: Adding and subtracting fractions with unlike denominators (e.g., 21/4 – 11/3), and solving word problems of this kind; Multiplying fractions; dividing fractions</th>
<th>Mixtures and Solutions Module has five investigations that introduce 5th graders to fundamental ideas about matter and its interactions. Students come to know that matter is made of particles too small to be seen and develop the understanding that matter is conserved when it changes state—from</th>
<th>Grade 5 students will study: Olmec Civilization and its location, means of travel, dwellings, food production, art and religion, writing, counting, and calendar are discussed; Phoenician Civilization and its location, role of city-states, identification of important cities, influence of Egyptian trade, trade routes,</th>
</tr>
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<tr>
<td>Write summaries or opinions about topics supported with a set of well-organized facts, details, and examples; Independently conduct short research projects on different aspects of a topic using evidence from books and the Internet; Paraphrase and respond to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points; Report orally on a topic or tell a story with enough facts and details; Write complete sentences with correct capitalization and spelling; Relate words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)</td>
<td>(e.g., multiplying 1,638 Å~ 7 or 24 Å~ 17, and dividing 6,966 by 6); Understanding and applying equivalent fractions (e.g., recognizing that 1/4 is less than 3/8 because 2/8 is less than 3/8)</td>
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from several print and digital sources to answer questions and solve problems;

Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer’s point of view;

Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action;

Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas);

Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate;

Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing;

Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore;

Producing writing on the in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many 1/3-cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share 1/2 pound of chocolate equally);

Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place (two places after the decimal);

Multiplying whole numbers quickly and accurately, for example 1,638.753, and dividing whole numbers in simple cases, such as dividing 6,971 by 63;

Understanding the concept of volume, and solving word problems that involve volume;

Graphing points solid to liquid to gas—when it dissolves in another substance, and when it is part of a chemical reaction. Students have experiences with mixtures, solutions of different concentrations, and reactions forming new substances. They also engage in engineering experiences with separation of materials. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; and energy and matter.

**Living Systems** *(Biological Science)* has four investigations that focus on systems as the unit of study. The idea of a system is one of the grand integrating (crosscutting) concepts that pervades all of science. Students start by looking at Earth as the interaction of four Earth systems or subsystems—the geosphere, the atmosphere, the hydrosphere, and the biosphere. The focus culture in terms of clothing and hieroglyphics, manufacturing, navigation and seafaring, and the development of an alphabet and its basis for our current alphabet; **Shang/Zhou Dynasty; Nubian Kingdom; Ancient Greece; U.S. Politics 1801-1840; U.S. History 1820-1850; U.S. Economy in the mid-1800s; Leading to American Civil War** *(The Civil War through a comparison of the Blue and the Grey and the Yankees and the Rebels. Lessons require the student to explain the differences between each side as the war began, describe the Battle of Bull Run and the battles at sea, explain the fight for control of the Mississippi River, describe the Peninsular Campaign and the Second Bull Run, describe the effect the Emancipation Proclamation had on African Americans, describe General Sherman’s march to the sea and explain why he did this, depict the events that led up to the surrender at Appomattox and the costs of the Civil War)*; **The American Civil War**;
| computer in the coordinate plane (two dimensions) to solve problems; Analyzing mathematical patterns and relationships of the module then turns to the biosphere as students explore ecosystems and organisms in terms of their interacting parts. **Earth and Sun Module** provides 5th grade students with experiences to explore the properties of the atmosphere, energy transfer from the Sun to Earth, and the dynamics of weather and water cycling in Earth’s atmosphere. Other experiences help students to develop and use models to understand Earth’s place in the solar system, and the interactions of Earth, the Sun, and the Moon to reveal predictable patterns—daily length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky. Students gain experiences that will contribute to the understanding of crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; and energy and matter. **Reconstruction 1865-1877; Geography of the United States; World Geography; Political Science** (The purpose of government, the various terms of office for governmental positions, the line of succession for the presidency, democratic laws, civil rights, public policy, resolving conflicts, the role of the U.S. in the world, and the responsibility of citizenship); **Economic System** Describes the law of supply and demand, how economic systems produce and distribute goods, factors that affect how consumers make their choices, given examples of competition in the economy, the economic role of government, the national defense plan, productivity, exchange of goods and services, entrepreneurship, and the influence of income on education and career choices); **19th Century Individuals** (Notable individuals and accomplishments are examined. Students are asked to identify the accomplishments of The Wright Brothers, Samuel F. Morse, Louis Braille, Elijah McCoy,
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<th></th>
<th>Inquiry / Technology Strand: FOSS Variables Biological Science / Earth Science Strand: The Oceans Reading Workshop Unit “Environmental Issues”</th>
<th>Madame CJ Walker, and Alexander Graham Bell)</th>
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<tr>
<td><strong>End-of-Year:</strong> Fluent reading with a variety of literary genres, successful application of comprehension strategies, skillful composition development, using punctuation appropriately, and the ability to speak and listen proficiently. Specifically: <strong>Vocabulary skills</strong> - Synonyms, antonyms, homonyms, prefixes, suffixes, homophones, idioms, and Greek and Latin roots. <strong>Process Skills</strong> – Uses the Think Aloud format to expose students to various types of texts. Students will summarize, predict, visualize, clarify, and understand scaffolding while using informational articles, fiction, nonfiction, and fables. <strong>Comprehension</strong> - Students develop summaries, paraphrase, and synthesize information from two or more texts; analyze plot, character, and setting; identify the main idea using supporting details; identifying fact and opinion; using charts and graphs; distinguishing between cause and effect; identifying the author’s purpose; drawing conclusions with</td>
<td><strong>By End-of-Year:</strong> Proficiency in the four basic math operations; Competency with algebraic operations; Applying geometry concepts to problem solving; Development of complex graphing skills; Use of functions and probability to make predictions. Students study various operations with the following: whole numbers: operations with whole numbers, decimals, fractions, integers, graphing, Measurement, ratios and proportions, percents, functions, and Probability. <strong>FOSS Weather and Water Course</strong> focuses on Earth’s atmosphere, weather, and water. Grade 6 students will delve into topics that may seem unrelated to weather, including a good dose of physics and a bit of chemistry. A good understanding of meteorology as an earth science isn’t complete without an introduction to concepts that cross into these disciplines. Students will do more than read data from a weather center. They will explore ideas about atoms and molecules, changes of state, and heat transfer before they can launch into the bigger ideas involving air masses and fronts, convection cells and winds, and the development of severe weather. In the <strong>Diversity of Life Course</strong>, Grade 6 students will study: Ancient Hebrew Civilization, Early Civilization of India, the Early Civilization of China, Rome, Civilizations of Islam, African Civilization, Settling the Western U.S., Industrial Revolution, Immigration to America, United States 1877-1914, The U.S. as a World Power, Mississippi History, Characteristics of Mississippi, Maps/Globes/Geographic Tools, Political Science, U.S. Political System, and Economic System</td>
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inferencing; and compare and contrast strategies. Students are given the opportunity to apply their knowledge by creatively writing an advertisement and a piece of poetry. Language arts skills are put into practice through exercises reviewing fragments, run-ons, and homophones.

| By End-of-Year, Grade 7 | Math End-of-Year Expectations include mastery of: | In the Earth Science Strand, Grade 7 students will ready to exercise their inferential thinking, and the study of Earth history is made to order for this effort. They can begin to grapple with Earth's processes and systems that have operated over geological time. Students should make observations and do investigations that involve constructing and using conceptual models. They should generate questions for investigation, which Seventh Graders will study: Age of Exploration; (Characteristics of life in America prior to the 17th century. Lessons present information about the first Americans and how geography influenced the way they lived, the early exploration of the Americas, the conquering and dominating of the New World, and the Spanish, French, and English colonies in America); English Colonization (The way of life of the British colonization in | 7 |
| Students will: Determine Word Meaning as they incorporate the use of context clues, compare and contrast, multiple meaning words, vocabulary strategies, and figurative language to understand the text. They will also compare and contrast vivid writing with plain text; Summarize written text through the use of main ideas, recall of details, and analyzing paragraphs; Support Main Ideas by identifying important details that enable them to answer the 5 W questions. They will also determine | Number Systems – In relation to using exponents and scientific notation; Rational Operations – Applied to decimals, fractions, percents, and estimation; Number Theory – Meanings of prime and composite as well | | |
In the Course Summary (Chemical Interactions), students will learn about the cities of Roanoke and Jamestown, the thirteen colonies, and the geography and daily life of the colonies. For grades with the first steps along the path of ecological understanding, they will learn how organisms depend on their ecosystem for survival. They will learn how organisms depend on their ecosystem for survival. Energy and matter, in the form of food, flow through an ecosystem. The critical role of photosynthetic organisms in creating food is what allows the rest of the organisms in the ecosystem to exist. Disruption to one element of the ecosystem produces waves and ripples that touch every member of the system. Changes may produce pressures in the ecosystem. When change is precipitous, a population may be exterminated.

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| **Punctuation** | Using the rules to place commas in a series, in quotations, in a formal letter, in compound sentences, with appositives, with introductory words and phrases, with end marks, with colons and semicolons, with apostrophes, and with quotation marks. |
| **Number line to explore addition and subtraction of integers, and use the number line to investigate additive inverses as well as the commutative and associative properties of addition.** |
| **Expressions and Equations** | Simplification of expressions, properties, and translations of algebraic expressions into word expressions. |
| **Triangles** | Classification of angles and triangles, using interior and exterior angle measurement, the Pythagorean relationship, and the Pythagorean Theorem to find unknown angle and side measurements. |
| **Plane Geometry** | Characteristics and properties of lines and angles and apply these skills to concept of perimeter, circumference, area, and symmetry/reflecti on. |
| **Geometry** | Attributes of three dimensional figures, the volume of prisms |
| **Students will discover that chemistry is the systematic unveiling of the nature of matter—its properties, composition, and structure—and the energy dynamics that accompany matter transformations. Chemistry is also the intellectual process of uncovering the nature of matter and energy that contributes to an ever-expanding body of chemical knowledge.** |
| **Earth Science Strand:** | Middle School FOSS Earth History Middle School FOSS Weather and Water |
| **Difficulties that arose in the early years of the Republic; Age of Jefferson (Challenges that President Thomas Jefferson faced by reviewing information about population issues, trade difficulties, and the War of 1812); Growth and Expansion (The U.S. during the 1800’s. Students will explore the Industrial Revolution, internal improvements that were made, the changing role of government, and the development of foreign policy); Jacksonian Democracy (The various policies that president Andrew Jackson put into effect. Lessons describe Jackson’s early years, military career, presidential election, and philosophies that were applied during this time); Manifest Destiny (Students will learn how apparent it was that the U.S. was destined to control all territory between the Atlantic and Pacific. Lessons examine the causes that led to this control such as: the types of people who moved West, the war with Mexico, and Western Travel); Reform Movements; Causes of the Civil |
and cylinders and how to calculate the surface area of prisms and cylinders.  
Measurement – Students learn Apply formulas for calculating rate, distance, time, mass, and capacity to estimation and conversion.  
Graphing – Identifying ordered pairs and how to plot them, the 4 quadrants of the coordinate plane,  
Linear Relationships - Interpret various types of linear graphs; 
Data and Statistics – Representations of data such as the circle, line, bar, histogram, stem-and-leaf, and box and whisker graphs. Calculating mean, median, and mode and applying the measures of central tendency to data and various types of graphs.  

<table>
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<tr>
<th>War; The Civil War; Reconstruction; Immigration and Industry; United States as a World Power; World War I; Roaring Twenties (Students will examine the post war challenges of the 1920’s such as the Red Scare, the rise of the KKK, and the changing economic climate); The Great Depression (the different problems and causes of the depression and what the New Deal meant to America); World War II (Students will analyze the stepping stones to the Second World War, as well as examine the reasons for the United States involvement); The Cold War (Students will evaluate the concept of the Iron Curtain, the spread of communism, the Cuban Missile Crisis, and the conflict with Vietnam); Changing Times in America; and Modern America (a comparison of the Reagan, Bush, and Clinton administrations. Lessons will look at the economic and foreign policies during these years).</th>
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<tr>
<td>By year’s end, Grade 8 students are expected to: accurately apply punctuation, grammar and syntax skills, develop Eighth graders are expected to master the following math skills by the end Eighth graders will focus on Planetary Science. They will learn In this course, some of the concepts Eighth graders will be given access to seventh grade social studies curriculum for the following reasons:</td>
</tr>
</tbody>
</table>
complex grade appropriate vocabulary, and read with fluency while applying comprehension strategies.

Specifically, they will cover:
- **How-to-Articles** – strategies that build writing skills. Students will use prewriting strategies and using words in context to apply comprehension and practical activities to fun projects;
- **Informational Articles** – how word choice is connected to the outcome of the composition. Students will identify the main idea, supporting details, interpret graphs, and write a descriptive paragraph;
- **Events in the News** – explore current events and complete writing assignments about these events;
- **Short Stories** - how to use literary devices to develop a quality short story. Students cover 3 pieces of literature with writing assignments that correspond to each;
- **Poetry** – various types of poetry such as lyrical poetry and free verse poetry;
- **Persuasive Readings** – Students will study famous examples of persuasive speeches in order to develop a greater understanding of speech writing write their own persuasive speech;
- **Use of Apostrophes** – recognize possessive nouns, learn the rules for apostrophes, identify words that need apostrophes, and place the

<table>
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<th>of the year:</th>
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<td>accurately apply ratio, proportion, and percent; have a solid understanding of algebraic principles; understand beginning concepts of geometry; and Be able to apply data and statistics to everyday situations.</td>
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<th>students will learn the following:</th>
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</thead>
</table>
| The Moon can be observed both day and night; At all times, half of Earth is illuminated (day) and half is dark (night); Daytime and nighttime are the result of Earth’s rotation on its axis; The tilt of Earth’s axis and Earth’s revolution around the Sun results in seasons; Scale is the size relationship between a representation of an object and the object; The Moon shines as a result of reflected light from the Sun; Half of the Moon is always illuminated (except during a lunar eclipse); Craters can be categorized by size and physical characteristics: simple, complex, terraced, ringed (or basin), and flooded; The solar system formed during a sequence of events that started with a nebula; The Moon formed after a massive collision between the forming Earth and a planetesimal about the size of Mars; The distance between solar system objects is enormous; Liquid water is essential for life as we know it; Scientific

| - The seventh grade social studies curriculum gives in-depth look at the age of exploration, colonization, the American revolution, early government, immigration, World Wars 1 & 2, and more. |
| - It is not likely that seventh graders will complete the entire curriculum in a year’s time; eighth graders will pick up where they left off in Grade 7. |
Apostrophes correctly; **Apply Spelling Conventions** – various verb forms, adverbs, colons, and semicolons; Introduction to infinitives, confusing words, and modifiers–students identify and correct misspelling and usage errors; **Strategies to Edit Written Work; Use infinitives and participles; Use parts of speech correctly** – Rules for demonstrative adjectives, pronouns, and modifiers; Identifying the correct verb tense, progressive verbs, adverbs that are used as intensifiers, indefinite pronouns, and the perfect verb tense; **Variety of sentence types** – Complex sentences and the various punctuation, subject verb agreement, and parallel structure that is needed to form these sentences correctly.

and how they can be applied to problem solving, how to represent numbers in base ten in other types of bases; **Ratio, Proportion, and Percent** – Using rate of change, proportional relationships, and percents less than 1 and greater than 100 to solve real life situations; **Plane Geometry; Three-Dimensional Geometry; Measurement** – Interpret and apply different scales of measurement, select appropriate tools for measurement, and identify the number of significant digits in a measurement; **Graphing; Linear Relationships; Probability; and Data and Statistics**

missions provide data about the composition and environmental conditions on the planets, moons, and other bodies in the solar system; Planetary-system objects move in measurable and predictable patterns; The magnitude and duration of the dip in light intensity during a transit reveals information about the planet.

*Physical Science Strand: Middle School FOSS Chemical Interactions Middle School FOSS Electronics*

<table>
<thead>
<tr>
<th>Non-Core Academic Program Scope and Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
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<tr>
<td>K</td>
</tr>
</tbody>
</table>

Truth Academy STEAM Charter School
<table>
<thead>
<tr>
<th></th>
<th>STEAM Lab Projects Only: (Visual Arts: Color, Line, Shape, Texture, Finger Painting) (Music: Listening and Understanding)</th>
<th>Learning in Two Languages (LiTL)</th>
<th>Exercise and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STEAM Lab Projects Only: (Visual Arts: Elements of Art, Play Dough Sculpture, Finger Painting) (Music: Elements of Music. Listening and Understanding)</td>
<td>Learning in Two Languages (LiTL)</td>
<td>Exercise and Dance</td>
</tr>
<tr>
<td>2</td>
<td>STEAM Lab Projects Only: (Visual Arts: Light, Space in Artworks, Landscapes, Abstract Art) (Elements of Music: Orchestra, Composers and Their Music, Songs)</td>
<td>Learning in Two Languages (LiTL)</td>
<td>Exercise and Dance</td>
</tr>
<tr>
<td>3</td>
<td>Digital Art I, Digital Photography I, Piano I</td>
<td>Learning in Two Languages (LiTL)</td>
<td>Physical Education Exercise and Dance</td>
</tr>
<tr>
<td>4</td>
<td>Digital Art II, Digital Photography II, Piano II</td>
<td>Learning in Two Languages (LiTL)</td>
<td>Health/Physical Education Exercise and Dance</td>
</tr>
<tr>
<td>5</td>
<td>Robotics, Computer I, Applications I, Intro to Word, PowerPoint, Excel, Advanced Piano</td>
<td>Learning in Two Languages (LiTL), Creative Writing I</td>
<td>Health/Physical Fitness Exercise and Dance (Ballet, Jazz)</td>
</tr>
<tr>
<td>6</td>
<td>Visual Art I, Theatre, Choir or Band, Computer II, Web Design I, Applications II, Intro to Publisher, Advanced, Word/Excel, Networking, Career Unit, Beginning Band</td>
<td>Creative Writing II</td>
<td>Health/ Physical Fitness Cheerleading, Basketball Dance (Ballet, Jazz)</td>
</tr>
<tr>
<td>7</td>
<td>Drama I, Speech &amp; Debate I</td>
<td>Advanced Writing and Theatre Production</td>
<td>Health/ Physical Fitness Cheerleading, Basketball Yoga, Dance (Ballet, Jazz, Interpretive)</td>
</tr>
<tr>
<td>8</td>
<td>Visual Art II, Choir or Band, Theatre, Cartooning, Web Design II, Robotics, Networking, Career Unit, Concert Band, Jazz Band</td>
<td>Drama II, Speech &amp; Debate II, Yearbook</td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Map

### 6th Grade Mathematics Curriculum Map

**Strand 1: Ratios and Proportional Relationships (9 weeks)**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Objectives - TLWBAT:</th>
<th>Key Concepts/Vocabulary</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RP.A.1:</td>
<td>- demonstrate knowledge of ratio as a comparison of any two quantities</td>
<td>- Ratio</td>
<td>“Taste Test Ratios” (Mel Heale)</td>
</tr>
<tr>
<td></td>
<td>- demonstrate knowledge of a ratio is not always a comparison of part-to-whole; Can be part-to-part or whole-to-whole</td>
<td>- Ratio Relationship</td>
<td>“Smoothie Recipe” Ratio (Carol Maughan)</td>
</tr>
<tr>
<td></td>
<td>- demonstrate knowledge that a unit rate emphasizes finding an equivalent ratio with a denominator of 1.</td>
<td>- Type of Unit of Measurement</td>
<td>“Scaling Quantities” (Mary Davies)</td>
</tr>
<tr>
<td></td>
<td>- use multiplicative recursive patterns</td>
<td>- Unit Rate</td>
<td>“Sweet Bags Ratio &amp; Proportion” (Dhipa Begum)</td>
</tr>
<tr>
<td></td>
<td>- use multiplicative relationships to extend an initial ratio to equivalent ratios; When working backward, use the inverse operation (division).</td>
<td>- Value of a Ratio</td>
<td>“Simple Ratios” (Laura Dodgson-Hatto)</td>
</tr>
<tr>
<td></td>
<td>- recognize a linear relationship appears when the pairs are plotted on the coordinate plane</td>
<td>- Convert</td>
<td>Khan Academy Videos - Ratio and Proportion Part 2:</td>
</tr>
<tr>
<td></td>
<td>- use division to determine unit rate</td>
<td>- Coordinate Plane</td>
<td>LearnZillion Videos - Ratio and Proportion Part 2:</td>
</tr>
<tr>
<td></td>
<td>- Introduce percent as a special rate where a part is compared to a whole and the</td>
<td>- Equation</td>
<td>National Resources</td>
</tr>
<tr>
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<td></td>
<td>&quot;Understanding how the new standards will improve students’ math skills...&quot; View a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>comparison of math problems based on previous sets of standards to math problems based on the CCSSM to understand</td>
</tr>
<tr>
<td>6.RP.A.3:</td>
<td>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and</td>
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</tbody>
</table>

**Truth Academy STEAM Charter School**

1
plot the pairs of values on the coordinate plane. Use tables to compare ratios.  
**6.RP.A.3b:** Solve unit rate problems including those involving unit pricing and constant speed.  
**6.RP.A.3c:** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.  
**6.RP.A.3d:** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.  
whole always has a value of 100  
• Ability to expand ratio reasoning to units of measurement  
the greater focus by teachers and deeper knowledge by students called for in the new standards.  

<table>
<thead>
<tr>
<th>Performance Outcomes - By the end of the Ratio and Proportions strand, TASCS students are expected to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The following list provides outcomes that describe the knowledge and skills that students should understand and be able to do when the strand is completed. The lists of outcomes are not exhaustive, and the outcomes should not supplant the standards themselves. Rather, they are designed to help teachers delve deeply into the standards and augment as necessary, providing added focus and clarity for lesson planning purposes. This list is not intended to imply any particular scope or sequence. The student will be able to:</td>
<td></td>
</tr>
<tr>
<td>• Write ratios given critical information</td>
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<tr>
<td>• Use tables, graphs, tape diagrams and double number line diagrams to represent equivalent ratios.</td>
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<tr>
<td>• Use ratios, rates and percent in a wide variety of contexts.</td>
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</tr>
</tbody>
</table>
### 6th Grade Mathematics Curriculum Map (Continued)

#### Strand 2: The Number System (9 weeks)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Objectives</th>
<th>Key Concepts/Vocabulary</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| 6.NS.A.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. | Students will:  
- divide fractions  
- solving word problems involving division of fractions  
- divide fractions by fractions  
- compute multi-division problems  
- add and subtract decimal word problems  
- add decimals: thousandths  
- divide decimals: ten thousandths  
- multiply decimals  
- subtract decimals: thousandths  
- use the distributive property with variables  
- factor with the distributive property  
- find the greatest common factors and least common multiples of  |  
- Proper Fractions  
- Improper Fractions  
- Reciprocal Fraction  
- Repeating DD  
- Conversions  
- Distributive Property  
- factorization  
- Greatest Common Factor (GCF)  
- Least Common Multiple (LCM)  
- integers  
- Cartesian Plane  
- Coordinate Plane  
- Quadrants  
- Coordinate Pairs  
- X-Axis  
- Y-Axis  
- Absolute Values  
- Rational numbers  
- Inequalities  
- Variables  | Council of Great City Schools Parent Roadmaps to the Common Core Standards – Mathematics |

The Council of the Great City Schools' parent roadmaps in mathematics provide guidance to parents and guardians about what their children will be learning and how they can support that learning from kindergarten through high school. These parent roadmaps for each grade level also provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school.
6.NS.C.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.C.6: Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

6.NS.C.6a: Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., \(-(-3) = 3\), and that 0 is its own opposite.

6.NS.C.6b: Understand signs of fractions

- solve GCF and LCM word problems
- interpret negative numbers
- solve coordinate plane problems in four quadrants
- determine vertical and horizontal distance between points on a coordinate plane
- graph points and name quadrants
- supply missing numbers on a number line
- work with negative whole numbers, fractions, and decimals on a number line
- plot points and rational numbers on a number line
- reflect points in a coordinate plane
- work with number
numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

**6.NS.C.6c:** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

**6.NS.C.7:** Understand ordering and absolute value of rational numbers.

**6.NS.C.7a:** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

**6.NS.C.7b:** Write, interpret, and explain statements of order for rational numbers in real-world contexts.

**6.NS.C.7c:** Understand the absolute value of a rational number as

| opposites | find, compare, and interpret absolute values | order negative and rational numbers | write numerical inequalities |
its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

6.NS.C.7d: Distinguish comparisons of absolute value from statements about order.

6.NS.C.8: Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Performance Outcomes - By the end of the Number System strand, TASCs students are expected to:

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the
coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- Understand ordering and absolute value of rational numbers.
- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3$ degrees C > $-7$ degrees C to express the fact that $-3$ degrees C is warmer than $-7$ degrees C.
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of $-30$ dollars, write $|-30| = 30$ to describe the size of the debt in dollars.
- Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than $-30$ dollars represents a debt greater than 30 dollars.
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
### 6th Grade Mathematics Curriculum Map (Continued)

**Strand 3: Expressions and Equations (9 weeks)**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Objectives: TLWBT:</th>
<th>Key Concepts/Vocabulary</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| 6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents. | Students will:  
- solving problems involving exponents  
- work with powers of fractions  
- evaluate expressions with variables and word problems  
- write basic expressions with variables  
- work with terms, factors, and coefficients  
- evaluate expressions with one variable  
- evaluate expressions with two variables  
- evaluate expressions with two variables, fractions, and decimals  
- demonstrate understanding of expression value intuition  
- combine like terms  
- combine like terms with distribution  
- work with distributive property using variables | • Numerical Expression  
• Order of Operation  
• PEMDAS  
• Repeating DD  
• Conversions  
• Distributive Property  
• factorization  
• Greatest Common Factor (GCF)  
• Least Common Multiple (LCM)  
• integers  
• Cartesian Plane  
• Coordinate Plane  
• Quadrants  
• Coordinate Pairs  
• X-Axis  
• Y-Axis  
• Absolute Values  
• Rational numbers  
• Inequalities  
• Variables  
• coefficients  
• value intuition  
• like terms  
• isolation of variables  
• Dependent and Independent variables | Khan Academy  
Common Core Math  
Here you will find interactive math problems aligned to every CCSSM. Students can work at their own pace through grade-level “missions” and track their progress through personalized dashboards. All problems are accompanied by step-by-step solutions specific to each problem. Successful completion of missions is charted on a progress report on the student’s dashboard while “coaches”—whether teachers, tutors, or parents/guardians—can see a student’s progress with access through a class code or coach ID. Learn more about these resources from Khan Academy founder, Sal Kahn, in this EdSurge article. |
arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

**6.EE.A.3:** Apply the properties of operations to generate equivalent expressions.

**6.EE.A.4:** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

**6.EE.B.5:** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in

- solve equivalent expressions
- test solutions to equations
- model with one-step equations
- find mistakes in one-step equations
- solve one-step addition and subtraction equations: fractions and decimals
- solve one-step multiplication and division equations: fractions and decimals
- plot inequalities
- test solutions to inequalities
a specified set makes an equation or inequality true.

6.EE.B.6:
Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.B.7:
Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$ and $x$ are all nonnegative rational numbers.

6.EE.B.8:
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions;
represent solutions of such inequalities on number line diagrams.

**6.EE.C.9:** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

**Performance Outcomes - By the end of the Expressions and Equations strand, TASCS students are expected to:**

- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers.
- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation “Subtract y from 5” as 5 – y.*
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of...*
length \( s = \frac{1}{2} \).

- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression \( 3 (2 + x) \) to produce the equivalent expression \( 6 + 3x \); apply the distributive property to the expression \( 24x + 18y \) to produce the equivalent expression \( 6 (4x + 3y) \); apply properties of operations to \( y + y + y \) to produce the equivalent expression \( 3y \).

- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions \( y + y + y \) and \( 3y \) are equivalent because they name the same number regardless of which number \( y \) stands for.
### 6th Grade Mathematics Curriculum Map (Continued)

**Strand 4: Statistics and Probability (9 weeks)**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Objectives</th>
<th>Key Concepts/Vocabulary</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.SP.A.1:</strong> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</td>
<td>Students will: • understand statistical questions • solve problems using clusters, gaps, peaks, and outliers • determine the effects of shifting, adding, and removing data plots • calculate mean: data displays • create box plots • create dot plots • compare data displays • create frequency tables • create and read histograms • interpret quartiles • read dot plots and frequency tables • calculate, mean, median, mode and display data • understand IQR • understand MAD • find missing and given mean</td>
<td>• Statistics • Measures of Central Tendency • Mean • Median • Mode • Range • Outlier • Data • Plots • Clusters • Peaks • Gaps • Box Plot • Dot plot • Scatter Plot • Frequency Table • Histogram • Quartile • Interquartile Range (IQR( • Mean Absolute Deviation (MAD)</td>
<td>Homework Help Desk Be A Learning Hero has partnered with other organizations to create the Homework Help Desk. With the CCSS, children are learning new concepts and strategies in the classroom. That means parents are learning them, too. The goal of the Homework Help Desk is to equip parents with the knowledge and support they need to help their children with homework assignments.</td>
</tr>
<tr>
<td>6.SP.B.5: Summarize numerical data sets in relation to their context, such as by reading box plots.</td>
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<tr>
<td><strong>6.SP.B.5a:</strong> Reporting the number of observations.</td>
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<tr>
<td><strong>6.SP.B.5b:</strong> Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</td>
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<tr>
<td><strong>6.SP.B.5c:</strong> Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</td>
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<tr>
<td><strong>6.SP.B.5d:</strong> Relating the choice of measures of center and variability to the shape of the data distribution and the context in which</td>
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</tbody>
</table>
the data were gathered.

<table>
<thead>
<tr>
<th>Performance Outcomes - By the end of the Statistics and Probability strand, TASCS students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</td>
</tr>
<tr>
<td>• Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.</td>
</tr>
<tr>
<td>• Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</td>
</tr>
<tr>
<td>• Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</td>
</tr>
<tr>
<td>• Summarize numerical data sets in relation to their context, such as by:</td>
</tr>
<tr>
<td>• Reporting the number of observations.</td>
</tr>
<tr>
<td>• Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</td>
</tr>
<tr>
<td>• Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</td>
</tr>
<tr>
<td>• Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</td>
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</tbody>
</table>
### 6th Grade Mathematics Curriculum Map (Continued)

#### Strand 5: Geometry (18 weeks - Spiraled in Strands 4 and 5)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Objectives - TLWBAT:</th>
<th>Key Concepts/Vocabulary</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| 6.G.A.1:  | • Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | • Area  
• Perimeter  
• Three-dimensional Figures  
• Polygons  
• Rectangles  
• Triangles  
• Angles  
• Quadrilaterals  
• Diameter  
• Radius  
• Pi  
• Cube  
• Parallel  
• Parallelograms  
• Congruence | Khan Academy has created thousands of CCSS-aligned math problems, created and reviewed by math educators. Common Core map on the Khan Academy website to browse skills and related math exercises by grade and relevant standard. Adaptive software helps to identify gaps and show progress on each student's learning dashboard, and real-time tracking data is available to teachers. |
| 6.G.A.2:  | • Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.  
• Apply the formulas $V = l \times w$ and $V = b \times h$ to | | BetterLesson Common Core Lesson Plans in partnership with the National Education Association, BetterLesson launched a new website in January 2014, featuring over 10,000 CCSS-aligned lessons for math and ELA/literacy. Developed by over 130 current, experienced teachers for every grade level, the featured lessons include the teachers’ reflections and insights, student work examples, and an array of other supporting materials. |
<table>
<thead>
<tr>
<th><strong>6.G.A.3:</strong> Work with the coordinate plane to find length of a side of polygons</th>
<th>find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• draw polygons in the coordinate plane given coordinates for the vertices</td>
<td></td>
</tr>
<tr>
<td>• use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate</td>
<td></td>
</tr>
<tr>
<td>• apply these techniques in the context of solving real-world and mathematical problems.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.G.A.4:</strong> Creates and uses nets representing three-dimensional figures to find surface areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.</td>
</tr>
<tr>
<td>• Apply these techniques in the context of solving real-world and mathematical problems.</td>
</tr>
</tbody>
</table>
### 6.G.A. 5: Apply the geometric techniques learned to solve real-world and mathematical problems

- Understand and apply basic properties of lines, and angles.
- Understand congruence of corresponding and alternate interior angles when parallel lines are cut by transversal, and that such congruencies imply parallel lines.
- Locate interior and exterior angles of any triangle, and use the property that an exterior angle of a triangle is equal to the sum of the remote (opposite) interior angles.

### Performance Outcomes - By the end of the Geometry strand, TASCS students are expected to:

- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas \( V = l \times w \times h \) and \( V = b \times h \) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second
coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
### GRADE FIVE LEARNING STANDARDS

Grade 5 is the last elementary grade served by Truth Academy STEAM Charter School. Students will exit TASCS’s Elementary School division to attend TASCS’s Middle School division (Grade 6). By the End of Grade 5, Truth Academy STEAM Charter School fifth graders will be able to:

<table>
<thead>
<tr>
<th><strong>READING/LANGUAGE ARTS</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>W.5.6</strong> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</td>
<td></td>
</tr>
<tr>
<td><strong>L.5.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</td>
<td></td>
</tr>
</tbody>
</table>

### MATHEMATICS: Operations and Algebraic Thinking (OA)

**TLWBAT:** Write and interpret numerical expressions

| **5.OA.1** | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
| **5.OA.2** | Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation* “add 8 and 7; then multiply by 2” *as* $2 \times (8 + 7)$. *Recognize that* $3 \times (18,932 + 921)$ *is three times as large as* $18,932 + 921$, *without having to calculate the indicated sum or product.* |

**TLWBAT:** Analyze patterns and relationships

| **5.AO.3** | Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* |

### MATHEMATICS: Number and Operations in Base Ten (NBT)

**TLWBAT:** Understand the place value system

| **5.NBT.1** | Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., “In the number 3.33, the underlined digit represents $3/10$, which is 10 times the amount represented by the digit to its right ($3/100$) and is $1/10$ the amount represented by the digit to its left ($3$)). |
| **5.NBT.2** | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. |
| 5.NBT.3 | Read, write, and compare decimals to thousandths.  
| a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  
| b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. |
| 5.NBT.4 | Use place value understanding to round decimals to any place. |
| **TLWBAT:** Perform operations with multi-digit whole numbers and with decimals to hundredths |
| 5.NBT.5 | Fluently multiply multi-digit whole numbers using the standard algorithm. |
| 5.NBT.6 | Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |
| 5.NBT.7 | Add, subtract, multiply, and divide decimals to hundredths, using concrete models (to include, but not limited to: base ten blocks, decimal tiles, etc.) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| **MATHEMATICS: Number and Operations-----Fractions (NF)** |
| **TLWBAT:** Use equivalent fractions as a strategy to add and subtract fractions |
| 5.NF.1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.) |
| 5.NF.2 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. |
| **TLWBAT:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions |
| 5.NF.3 | Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? |
### 5.NF.4
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product \((a/b) \times q\) as a parts of a partition of \(q\) into \(b\) equal parts; equivalently, as the result of a sequence of operations \(a \times q \div b\). For example, use a visual fraction model to show \((2/3) \times 4 = 8/3\), and create a story context for this equation. Do the same with \((2/3) \times (4/5) = 8/15\). (In general, \((a/b) \times (c/d) = ac/bd\)).

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

### 5.NF.5
Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence \(a/b = (n \times a)/(n \times b)\) to the effect of multiplying \(a/b\) by 1.

### 5.NF.6
Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

### 5.NF.7
Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for \(4 \div (1/5)\), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that \(4 \div (1/5) = 20\) because \(20 \times (1/5) = 4\).

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

### MATHEMATICS: Measurement and Data----Fractions (MD)

**TLWBAT:** Convert like measurement units within a given measurement system

### 5.MD.1
Convert among different-sized standard measurement units within a given measurement system (customary and metric) (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**TLWBAT:** Represent and interpret data
| 5.MD.2 | Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. |
| 5.MD.3 | **TLWBAT: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition** |
| 5.MD.3.a | Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |
| 5.MD.3.a.a | A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. |
| 5.MD.3.a.b | A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. |
| 5.MD.4 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units. |
| 5.MD.5 | **TLWBAT: Graph points on the coordinate plane to solve real-world and mathematical problems** |
| 5.MD.5.a | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. |
| 5.MD.5.a.a | Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. |
| 5.MD.5.a.b | Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. |
| 5.MD.5.a.c | Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. |
| 5.G.1 | **MATHEMATICS: Measurement and Data-----Fractions (MD)** |
| 5.G.1 | Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). |
| 5.G.2 | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. |
**TLWBAT:** Classify two-dimensional figures into categories based on their properties

| 5.G.3 | Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* |
| 5.G.4 | Classify two-dimensional figures in a hierarchy based on properties. |

**SCIENCE: Inquiry**

**TLWBAT:** Develop and demonstrate an understanding of scientific inquiry using process skills.

| a. | Form a hypothesis, predict outcomes, and conduct a fair investigation that includes manipulating variables and using experimental controls. |
| b. | Distinguish between observations and inferences. |
| c. | Use precise measurement in conjunction with simple tools and technology to perform tests and collect data. |
| d. | Organize and interpret data in tables and graphs to construct explanations and draw conclusions. |
| e. | Use drawings, tables, graphs, and written and oral language to describe objects and explain ideas and actions. |
| f. | Make and compare different proposals when designing a solution or product. |
| g. | Evaluate results of different data (whether trivial or significant). |
| h. | Infer and describe alternate explanations and predictions. |

**SCIENCE: Physical Science**

**TLWBAT:** Understand relationships of the properties of objects and materials, position and motion of objects, and transfer of energy to explain the physical world.

| a. | Determine how the properties of an object affect how it acts and interacts. |
| b. | Differentiate between elements, compounds, and mixtures and between chemical and physical changes (e.g., gas evolves, color, and/or temperature changes). |
| c. | Investigate the motion of an object in terms of its position, direction of motion, and speed. |
| d. | Categorize examples of potential energy as gravitational (e.g., boulder on a hill, child on a slide), elastic (e.g., compressed spring, slingshot, rubber band), or chemical (e.g., unlit match, food). |
| e. | Differentiate between the properties of light as reflection, refraction, and absorption. |
| f. | Describe physical properties of matter (e.g., mass, density, boiling point, freezing point) including mixtures and solutions. |
| g. | Categorize materials as conductors or insulators and discuss their real life applications (e.g., building construction, clothing, animal covering). |

**SCIENCE: Life Science**

**TLWBAT:** Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.

| a. | Compare and contrast the diversity of organisms due to adaptations to show how |
organisms have evolved as a result of environmental changes.

b. Research and classify the organization of living things.

c. Research and cite evidence of the work of scientists (e.g., Pasteur, Fleming, Salk) as it contributed to the discovery and prevention of disease.

d. Distinguish between asexual and sexual reproduction.

e. Give examples of how consumers and producers (carnivores, herbivores, omnivores, and decomposers) are related in food chains and food webs.

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**SCIENCE: Earth and Space Science**

**TLWBAT:** Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.

a. Categorize Earth’s materials (e.g., rocks, minerals, soils, water, and atmospheric gases layers of the atmosphere, hydrosphere, and lithosphere

b. Explain how surface features caused by constructive processes (e.g., depositions, volcanic eruptions, earthquakes) differ from destructive processes (e.g., erosion, weathering, impact of organisms).

c. Summarize how weather changes.

d. Describe changes caused by humans on the environment and natural resources and cite evidence from research of ways to conserve natural resources in the United States, including (but not limited to) Mississippi.

e. Predict the movement patterns of the sun, moon, and Earth over a specified time period.

f. Compare and contrast the physical characteristics of the planets (e.g., mass, surface gravity, distance from the sun, surface characteristics, moons).

g. Conclude that the supply of many Earth resources (e.g., fuels, metals, fresh water, farmland) is limited and critique a plan to extend the use of Earth’s resources (e.g., recycling, reuse, renewal).

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**SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Domestic Affairs)**

**TLWBAT:** Understand the people, events, and types of government associated with the development of the United States.

a. Differentiate among pre-Columbian civilizations (e.g., cliff dwellers, Pueblo people of the desert Southwest, American Indians of the Pacific Northwest, nomadic nations of the Great Plains, and the Woodland Peoples east of the Mississippi River) regarding their location, religious practices, political structures, and use of slaves.

b. Cite evidence of the earliest explorations of the Western Hemisphere by the Vikings, including locations and time frame of their explorations.

c. Identify significant European supporters (e.g., King Ferdinand and Queen Isabella) and explorers (e.g., Cortez, Ponce de Leon, Hernando De Soto) and the settlements they established (e.g., Roanoke, Jamestown, Plymouth).

d. Connect the reasons for the establishment of the early colonies to the major individuals and groups responsible for the founding of those settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
e. Discuss the structure of colonial governments (e.g., legislative bodies, town meetings, charters of individual freedoms and rights).

**SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization**  
*(Global/International Affairs)*

**TLWBAT: Understand global connections and explore issues, concerns, and possible solutions.**

a. Locate physical features that influenced and impacted the migration, exploration and settlement in North America (e.g., continents, ocean currents, winds, forests, rivers, mountain regions).

b. Describe the impact of geographic regions on Native American life and the ways in which Native American Nations interacted with one another.

c. Locate on maps of North America and South America, land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

d. Explain the cultural, ecological, and economic impact of the Columbian Exchange on Europe, the Americas, and West Africa (e.g., widespread exchange of plants, animals, foods, human populations including enslaved people, communicable diseases, and ideas between the Eastern and Western hemispheres).

**SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization**  
*(Civil Rights/Human Rights)*

**TLWBAT: Understand how political, religious, and economic ideas and interests influenced the founding of the United States.**

a. Explain how the need for religious, political, and economic freedom influenced the settlement of North America by Europeans.

b. Analyze the relationship between early European settlers in America and the Native Americans they encountered in terms of conflict, cultural exchanges, property rights, and adoption of democratic ideas.

c. Critique the development and impact of slavery in North America, including the causes, conditions, and effects on enslaved Africans in North America.

d. Trace the development of democratic ideas that influenced the early colonies (e.g., Magna Carta and Mayflower Compact, etc.).

**SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization**  
*(Economics)*

**TLWBAT: Understand the impact of trade routes on emerging colonies in the Americas.**

a. Describe economic activities within and among Native American cultures prior to contact with Europeans.

b. Trace the North American and Atlantic trade routes that linked Africa, the West Indies, the North American colonies, and Europe and explain the economic impact of those routes.

c. Use economic concepts (e.g., supply and demand, scarcity, interdependence, opportunity costs) to identify the economic motivations for European exploration and settlement in the Americas.
<table>
<thead>
<tr>
<th>SOCIAL STUDIES: United States History from Pre Columbian Era to Colonization (Culture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLWBAT: Understand the contributions of the various cultures represented in pre-Columbian through colonial America.</td>
</tr>
<tr>
<td>a. Compare major Native American cultures in respect to geographic regions (e.g., Southeast, Northeast, Southwest, Pacific Northwest, and Plains), natural resources, government, economy, and religion.</td>
</tr>
<tr>
<td>b. Explain the effect of colonization by Europeans on both European and Native American cultures.</td>
</tr>
<tr>
<td>c. Draw conclusions about how cultures changed through cultural diffusion, invention, and innovation (e.g., navigational tools such as astrolabe and sextant, farming techniques, new agricultural products, holidays, religious beliefs and practices, government, weaponry, etc.).</td>
</tr>
</tbody>
</table>

*Information taken from:*

*“2011 Mississippi Social Studies Framework” at http://www.mde.k12.ms.us/ESE/Grade5*
 Grade 8 is the last grade served by Truth Academy STEAM Charter School. Students will exit TASCS Middle School division to attend high school. By the End of Grade 8, Truth Academy STEAM Charter School eighth graders will be able to:

### READING/LANGUAGE ARTS

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>RL.8.2</strong></td>
<td>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</td>
</tr>
<tr>
<td><strong>RL.8.3</strong></td>
<td>Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
<tr>
<td><strong>RL.8.9</strong></td>
<td>Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.</td>
</tr>
<tr>
<td><strong>RI.8.2</strong></td>
<td>Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</td>
</tr>
<tr>
<td><strong>RI.8.5</strong></td>
<td>Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
</tr>
<tr>
<td><strong>L.8.1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</td>
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</table>

### MATHEMATICS: Number System (NS)

**TLWBAT:** Know that there are numbers that are not rational, and approximate them by rational numbers

<table>
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<tbody>
<tr>
<td><strong>8.NS.1</strong></td>
<td>Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number.</td>
</tr>
<tr>
<td><strong>8.NS.2</strong></td>
<td>Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., ( \pi^2 )). For example, by truncating the decimal expansion of ( \sqrt{2} ), show that the ( \sqrt{2} ), 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</td>
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### MATHEMATICS: Expressions and Equations (EE)

**TLWBAT:** Work with radicals and integer exponents

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<tr>
<td><strong>8.EE.1</strong></td>
<td>Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, ( 3^2 \times 3^5 = 3^7 = 1/3^{-3} = 1/27 ).</td>
</tr>
</tbody>
</table>
| **8.EE.2** | Use square root and cube root symbols to represent solutions to equations of the
form \(x^2 = p\) and \(x^3 = p\), where \(p\) is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that \(\sqrt{2}\) is irrational.

| 8.EE.3 | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as \(3 \times 10^8\) and the population of the world as \(7 \times 10^9\), and determine that the world population is more than 20 times larger. |
| 8.EE.4 | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. |

**TLWBAT: Understand the connections between proportional relationships, lines, and linear equations**

| 8.EE.5 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. |
| 8.EE.6 | Use similar triangles to explain why the slope \(m\) is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation \(y = mx\) for a line through the origin and the equation \(y = mx + b\) for a line intercepting the vertical axis at \(b\). |

**TLWBAT: Analyze and solve linear equations and pairs of simultaneous linear equations**

| 8.EE.7 | Solve linear equations in one variable.  
  a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form \(x = a\), \(a = a\), or \(a = b\) results (where \(a\) and \(b\) are different numbers).  
  b. Solve linear equations and inequalities with rational number coefficients, including those whose solutions require expanding expressions using the distributive property and collecting like terms. |
| 8.EE.8 | Analyze and solve pairs of simultaneous linear equations.  
  a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.  
  b. Solve systems of two linear equations in two variables algebraically, and estimate solutions, by graphing the equations. Solve simple cases by inspection. For example, \(3x + 2y = 5\) and \(3x + 2y = 6\) have no solution because \(3x + 2y\) cannot simultaneously be 5 and 6.  
  c. Solve real-world and mathematical problems leading to two linear
equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

<table>
<thead>
<tr>
<th>MATHEMATICS: Functions (F)</th>
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**TLWBAT: Define, evaluate, and compare functions**

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<table>
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</thead>
<tbody>
<tr>
<td>8.F.1</td>
<td>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</td>
</tr>
<tr>
<td>8.F.2</td>
<td>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <em>For example, given a linear function, represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</em></td>
</tr>
<tr>
<td>8.F.3</td>
<td>Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <em>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line.</em></td>
</tr>
</tbody>
</table>

**TLWBAT: Use functions to model relationships between quantities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.F.4</td>
<td>Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</td>
</tr>
<tr>
<td>8.F.5</td>
<td>Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</td>
</tr>
</tbody>
</table>

**MATHEMATICS: Geometry (G)**

**TLWBAT: Understand congruence and similarity using physical models, transparencies, or geometry software**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 8.G.1 | Verify experimentally the properties of rotations, reflections, and translations  
   a. Lines are taken to lines, and line segments to line segments of the same length.  
   b. Angles are taken to angles of the same measure.  
   c. Parallel lines are taken to parallel lines. |
| 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. |
### 8.G.3
Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

### 8.G.4
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

### 8.G.5
Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

**TLWBAT: Understand and apply the Pythagorean Theorem**

### 8.G.6
Explain a proof of the Pythagorean Theorem and its converse.

### 8.G.7
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

### 8.G.8
Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**TLWBAT: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres**

### 8.G.9
Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

**MATHEMATICS: Statistics and Probability (SP)**

**TLWBAT: Investigate patterns of association in bivariate data**

### 8.SP.1
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

### 8.SP.2
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

### 8.SP.3
Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical...
### 8.SP.4

Variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have curfew also tend to have chores?*

---

<table>
<thead>
<tr>
<th><strong>SCIENCE: Inquiry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLWBAT:</strong> Draw conclusions from scientific investigations including controlled experiments.</td>
</tr>
<tr>
<td>a. Design, conduct, and analyze conclusions from an investigation that includes using experimental controls.</td>
</tr>
<tr>
<td>b. Distinguish between qualitative and quantitative observations and make inferences based on observations.</td>
</tr>
<tr>
<td>c. Summarize data to show the cause and effect relationship between qualitative and quantitative observations (using standard, metric, and non-standard units of measurement).</td>
</tr>
<tr>
<td>d. Analyze evidence that is used to form explanations and draw conclusions.</td>
</tr>
<tr>
<td>e. Develop a logical argument defending conclusions of an experimental method.</td>
</tr>
<tr>
<td>f. Develop a logical argument to explain why perfectly designed solutions do not exist.</td>
</tr>
<tr>
<td>g. Justify a scientist’s need to revise conclusions after encountering new experimental evidence that does not match existing explanations.</td>
</tr>
<tr>
<td>h. Analyze different ideas and recognize the skepticism of others as part of the scientific process in considering alternative conclusions.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>SCIENCE: Physical Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLWBAT:</strong> Apply concepts relating to an understanding of chemical and physical changes, interactions involving energy, and forces that affect motion of objects.</td>
</tr>
<tr>
<td>a. Identify patterns found in chemical symbols, formulas, reactions, and equations that apply to the law of conservation of mass.</td>
</tr>
<tr>
<td>b. Predict the properties and interactions of given elements using the periodic table of the elements.</td>
</tr>
<tr>
<td>c. Distinguish the motion of an object by its position, direction of motion, speed, and acceleration and represent resulting data in graphic form in order to make a prediction.</td>
</tr>
<tr>
<td>d. Relate how electrical energy transfers through electric circuits, generators, and power grids, including the importance of contributions from Mississippi companies.</td>
</tr>
<tr>
<td>e. Contrast various components of the electromagnetic spectrum (e.g., infrared, visible light, ultraviolet) and predict their impacts on living things.</td>
</tr>
<tr>
<td>f. Recognize Newton’s Three Laws of Motion and identify situations that illustrate each law (e.g., inertia, acceleration, action, reaction forces).</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>SCIENCE: Life Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TLWBAT:</strong> Compare and contrast the structure and functions of the cell, levels of organization of living things, basis of heredity, and adaptations that explain variations in populations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 5 and 8</strong></td>
</tr>
</tbody>
</table>

| a. | Analyze how adaptations to a particular environment (e.g., desert, aquatic, high altitude) can increase an organism’s survival and reproduction and relate organisms and their ecological niches to evolutionary change and extinction. |
| b. | Compare and contrast the major components and functions of different types of cells. |
| c. | Describe how viruses, bacteria, fungi, and parasites may infect the human body and interfere with normal body functions. |
| d. | Describe heredity as the passage of instructions from one generation to another and recognize that hereditary information is contained in genes, located in the chromosomes of each cell. |
| e. | Explain energy flow in a specified ecosystem. |
| f. | Develop a logical argument for or against research conducted in selective breeding and genetic engineering, including (but not limited to) research conducted in Mississippi. |
| g. | Research and draw conclusions about the use of single-celled organisms in industry, in the production of food, and impacts on life. |
| h. | Describe how an organism gets energy from oxidizing its food and releasing some of its energy as heat. |

**SCIENCE: Earth and Space Science**

**TLWBAT:** Describe the Earth’s System in terms of its position to objects in the universe, structure and composition, climate, and renewable and nonrenewable resources.

| a. | Compare and contrast the lithosphere and the asthenosphere. |
| b. | Describe the cause and effect relationship between the composition of and movement within the Earth’s lithosphere. |
| c. | Examine weather forecasting and describe how meteorologists use atmospheric features and technology to predict the weather. |
| d. | Research the importance of the conservation of renewable and nonrenewable resources, including (but not limited to) Mississippi, and justify methods that might be useful in decreasing the human impact on global warming. |
| e. | Explain how the tilt of Earth’s axis and the position of the Earth in relation to the sun determine climatic zones, seasons, and length of the days. |
| f. | Describe the hierarchical structure (stars, clusters, galaxies, galactic clusters) of the universe and examine the expanding universe to include its age and history and the modern techniques (e.g., radio, infrared, ultraviolet and X-ray astronomy) used to measure objects and distances in the universe. |
| g. | Justify the importance of continued research and use of new technology in the development and commercialization of potentially useful natural products, including, but not limited to research efforts in Mississippi. |
| h. | Justify why an imaginary hurricane might or might not hit a particular area, using important technological resources. |

**Social Studies:** United States History from Exploration to Reconstruction (Domestic Affairs)

**TLWBAT:** Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional
democracy.

<table>
<thead>
<tr>
<th>TLWBAT: Understand how technology, geography, and social conflict has impacted the development of the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the influence of industrialization and technological developments in the various regions of the U.S., including human changes to the landscape and how the physical geography affected human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</td>
</tr>
<tr>
<td>b. Cite evidence and evaluate the importance of improvements in transportation and communication (e.g., steamboats, railroads, canals, telegraph, etc.) in the development of American society.</td>
</tr>
<tr>
<td>c. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ —Trail of Tears, settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</td>
</tr>
<tr>
<td>d. Trace the origins and development of slavery; its effects on African Americans and on the nation’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it.</td>
</tr>
<tr>
<td>e. Analyze the causes, key events, and consequences of the Civil War.</td>
</tr>
<tr>
<td>f. Evaluate and examine the Reconstruction Era (using primary and secondary sources such as political cartoons, documents, letters, etc.).</td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES: United States History from Exploration to Reconstruction (Global Affairs)**

TLWBAT: Understand how geography and politics have influenced the historical development of the United States in the global community.

<table>
<thead>
<tr>
<th>TLWBAT: Understand how geography and politics have influenced the historical development of the United States in the global community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Examine the exploration and colonization periods of the United States using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.).</td>
</tr>
</tbody>
</table>
b. Analyze the American Revolution impacted other nations, (e.g. France, Canada, Spain, Mexico, etc.).

c. Analyze U.S. foreign policy in the early period prior to reconstruction

<table>
<thead>
<tr>
<th>SOCIAL STUDIES: United States History from Exploration to Reconstruction (Civil Rights/Human Rights)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLWBAT: Understand the impact of American ideals and institutions on the development of American democracy.</td>
</tr>
<tr>
<td>a. Analyze how conflict cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents.</td>
</tr>
<tr>
<td>b. Study the lives of formerly enslaved African Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.</td>
</tr>
<tr>
<td>c. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).</td>
</tr>
<tr>
<td>d. Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES: United States History from Exploration to Reconstruction (Economics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLWBAT: Understand the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy.</td>
</tr>
<tr>
<td>a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.).</td>
</tr>
<tr>
<td>b. Analyze and evaluate the causes and effects of the Industrial Revolution, Westward Expansion, and immigration on the United States (e.g., inventions, railroads, canals, roads, gold rush, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES: United States History from Exploration to Reconstruction (Culture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLWBAT: Understand the purposes and principles embodied in the ideals and values of American society.</td>
</tr>
<tr>
<td>a. Evaluate the value and the challenge of diversity in American life.</td>
</tr>
<tr>
<td>b. Assess the importance of certain character traits in a democracy, such as civility, nationalism, freedom, authority, justice, equality, responsibility, etc.</td>
</tr>
<tr>
<td>c. Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc.</td>
</tr>
</tbody>
</table>

Information taken from:
“2011 Mississippi Social Studies Framework” at [http://www.mde.k12.ms.us/ESE/Grade8](http://www.mde.k12.ms.us/ESE/Grade8)
Truth Academy STEAM Charter School’s Proposed Year 1 At-a-Glance

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATES</th>
<th>SCHOOL STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Week</td>
<td>July 30 - August 3, 2018</td>
<td>School not in session</td>
</tr>
<tr>
<td>First Day of Class</td>
<td>Monday August 6, 2018</td>
<td>Classes Held</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Monday September 3, 2018</td>
<td>No School (1 Day)</td>
</tr>
<tr>
<td>Open House/Parent Conferences</td>
<td>Wednesday October 10, 2018</td>
<td>Early Release - ½ Day</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 15 - 22, 2018</td>
<td>No School (6 Days)</td>
</tr>
<tr>
<td>Veterans’ Day (November 11th)</td>
<td>November 12, 2018</td>
<td>Classes Held</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 21 - 23, 2018</td>
<td>No School (3 Days)</td>
</tr>
<tr>
<td>Last Day First Semester for Students and Teachers</td>
<td>Friday December 14, 2018</td>
<td>Classes Held</td>
</tr>
<tr>
<td>Holiday Break</td>
<td>Dec. 17, 2018 - Jan. 1, 2019</td>
<td>School Closed (16 Days)</td>
</tr>
<tr>
<td>First Day of Second Semester</td>
<td>Wednesday January 2, 2019</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>Monday January 21, 2019</td>
<td>No School</td>
</tr>
<tr>
<td>Winter Parent Conferences/</td>
<td>Wednesday February 13, 2019</td>
<td>Early Release - ½ Day</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Monday February 18, 2019</td>
<td>No School</td>
</tr>
<tr>
<td>Title I Meeting/Intent to Re-enroll Letters Due</td>
<td>Wednesday March 6, 2019</td>
<td>Classes Held</td>
</tr>
<tr>
<td>Spring Parent Conferences</td>
<td>Wednesday March 20, 2019</td>
<td>Classes Held</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 25 – April 1, 2019</td>
<td>No School (6 Days)</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 19, 2019</td>
<td>No School</td>
</tr>
<tr>
<td>Spring Assessment Cycle (Estimated)</td>
<td>April 22 – May 3, 2019</td>
<td>Classes held</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday May 27, 2019</td>
<td>No School</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Friday May 31, 2019</td>
<td>Classes held</td>
</tr>
</tbody>
</table>

### MONTH FIRST SEMESTER 2018 INSTRUCTIONAL DAYS

<table>
<thead>
<tr>
<th>MONTH</th>
<th>INSTRUCTIONAL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>20</td>
</tr>
<tr>
<td>September</td>
<td>19</td>
</tr>
<tr>
<td>October *(Oct. 22nd is PD for Teachers)</td>
<td>16.5</td>
</tr>
<tr>
<td>November</td>
<td>20</td>
</tr>
<tr>
<td>December</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total First Semester</strong></td>
<td><strong>85.5</strong></td>
</tr>
</tbody>
</table>

### SECOND SEMESTER 2019 INSTRUCTIONAL DAYS

<table>
<thead>
<tr>
<th>MONTH</th>
<th>INSTRUCTIONAL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January *(January 2nd is PD for Teachers)</td>
<td>21</td>
</tr>
<tr>
<td>February</td>
<td>18.5</td>
</tr>
<tr>
<td>March</td>
<td>16</td>
</tr>
<tr>
<td>April *(April 1st is PD for Teachers)</td>
<td>20</td>
</tr>
<tr>
<td>May</td>
<td>22</td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td><strong>Total Second Semester</strong></td>
<td><strong>97.5</strong></td>
</tr>
</tbody>
</table>

* Not an instructional day (no students)

**TOTAL INSTRUCTIONAL DAYS**  183
## Sample Daily Schedule for Grades K-5

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 - 7:30</td>
<td>Before Care (&quot;playtime” games, read-aloud available)</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>School opens – breakfast serving line opens (Breakfast 7:30 - 7:50)</td>
</tr>
<tr>
<td>8:00 - 8:15</td>
<td>School begins - Morning meeting in the Elem. School Commons (assembly room)</td>
</tr>
<tr>
<td>8:15 - 9:30</td>
<td>English/Language Arts (ELA) with 15-minute STEAM project prep period</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>½ hr. read-aloud w/snack; ½ hr. world languages; ELL, FLEP, ESL</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Integrated STEM/Social studies (4 day/wk.) Physical Education (1 day/wk.)</td>
</tr>
<tr>
<td><strong>11:30-12:30</strong></td>
<td><strong>Lunch and Recess</strong></td>
</tr>
<tr>
<td>12:30 - 1:30</td>
<td>Integrated STEM/Science (4 day/wk.) Science Lab (1 day/wk.)</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>STEAM Lab (core subject projects/Arts: music, dance, painting, etc.) by schedule</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Regular school dismissal (academic support/enrichment - 3:30 - 4:00)</td>
</tr>
<tr>
<td>4:00 - 6:00</td>
<td>After Care</td>
</tr>
</tbody>
</table>

**Note:** Support programs (character education, etc.) built into 2:30-3:30 time slot on Fridays

## Sample Daily Schedule for Grades 6-8

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 - 7:30</td>
<td>Before Care (instructional games)</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td>School opens – breakfast serving line opens (Breakfast 7:30 - 7:50)</td>
</tr>
<tr>
<td>8:00 - 8:15</td>
<td>School begins - Morning meeting in the Middle School Commons (assembly room)</td>
</tr>
<tr>
<td>8:15 - 9:30</td>
<td>English/Language Arts (ELA) with 15-minute STEAM project prep period</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>½ hr. read-aloud w/snack; ½ hr. world languages; ELL, FLEP, ESL</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Mathematics</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Integrated STEM/Science (4 day/wk.) Science Lab (1 day/wk.)</td>
</tr>
<tr>
<td><strong>12:30 - 1:30</strong></td>
<td><strong>Lunch and Social Break</strong></td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>STEAM Lab (core subject projects/Arts: music, dance, painting, etc.) by schedule</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>Integrated STEM/Social studies (4 day/wk.) Physical Education (1 day/wk.)</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Regular school dismissal (academic support/enrichment - 3:30 - 4:00)</td>
</tr>
<tr>
<td>4:00 - 6:00</td>
<td>After Care</td>
</tr>
</tbody>
</table>

**Note:** Support programs (character education, etc.) built into 1:30-2:30 time slot

## Wednesday Projects Block for All Students

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30 - 3:30</td>
<td>Students will choose from a range of project block workshops integrating ELA, STEM, social studies, mathematics, science, and/or the arts. Field trips may also be scheduled during project blocks. One Wednesday per month, the last hour of the project block will be used for an all-school meeting by division.</td>
</tr>
</tbody>
</table>
## Truth Academy STEAM Charter School

### Alternative Daily Schedule of Classes w/ Support

<table>
<thead>
<tr>
<th>Time</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>Support</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
</tr>
<tr>
<td>8:10 am</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>Support</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
<td>ELA/SS</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
<td>Support</td>
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### Note: The tentative alternative academic calendar above is not fully developed. It simply offers teachers an opportunity to more efficiently schedule classes and/or blocks of content to meet the needs of their students to better serve their needs in terms of time on task in core subjects, STEM and STEAM activities/projects and non-academics. This calendar is still under development, in that we would like to include teacher input.
ENROLLMENT POLICY

Truth Academy STEAM Charter School will comply with age requirements for entry into Kindergarten and grade one as prescribed by Mississippi Code §37-28-15 and Mississippi Code §37-28-23.

I. GENERAL ELIGIBILITY

A. Except for those students who have been legally transferred, each minor child seeking to enroll in Truth Academy STEAM Charter School shall be a resident.

B. Any new student enrolling in Truth Academy STEAM Charter School shall be accompanied to enrollment by the custodial parent, legal guardian, or adult agent of a social service agency, who shall register the minor child for admission, except students who have been legally transferred. The accompanying adult shall be required to verify his/her residence as herein provided as part of the registration process. At the time of enrollment, the student’s social security number will be requested. If no social security number is available to the school, the student’s Mississippi Student Information System (MSIS) number will be used to identify and track the student.

C. No child will be allowed to enroll in Truth Academy STEAM Charter School without a certified birth certificate. No child shall be allowed to enroll in or attend school without a valid immunization certificate. Valid certificates include:

- Form 121 – Certificate of Compliance
- Form 121-A – Medical Exemption Certificate
- Form 121-T – Temporary Compliance Certificate
- The Temporary Compliance Certificate Form 121-T is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate Form 121-T or a Certificate of Compliance Form 121 or a Medical Exemption Certificate Form 121-A.

D. Subject to the provisions of Paragraph E below, any child who transfers from an out-of-state public or private school in which Mississippi’s law provides for a first grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in Truth Academy STEAM Charter School at the same grade level as their prior out-of-state enrollment, if:

- The parent or legal guardian of such child was a legal resident of the state from which the child is transferring;
- The out-of-state school from which the child is transferring is duly accredited by that state’s appropriate accrediting authority;
- Such child was legally enrolled in a public or private school for a minimum of four (weeks) in the previous state; and
- Truth Academy STEAM Charter School’s governing board or their designee has determined that the child was making satisfactory educational progress in the previous state.
E. When any child applies for admission or enrollment to Truth Academy STEAM Charter School, the parent, legal guardian or child (in the absence of an accompanying parent or legal guardian) shall indicate on the school registration form if the enrolling child has been expelled from any public or private school or is currently a party to an expulsion proceeding. Students who have been expelled or suspended by another school/district and who subsequently apply for admission to Truth Academy STEAM Charter School shall not be eligible to enroll until they are eligible for readmission to and have actually attended classes in their previous school or produce a document showing a reinstatement following their suspension or expulsion. If a student enrolls in Truth Academy STEAM Charter School and the school learns of an expulsion from another school or district, the student may be immediately dropped from the school roll.

II. RESIDENCE VERIFICATION PROCEDURE
The definition of residence for school attendance purposes is: the student physically resides full time, with his/her parent (must be custodial parent) or legal guardian (as ordered by a judge for other than education purposes), weekdays/nights and weekends, at a place of abode located within the limits of Truth Academy STEAM Charter School year-round. Except for those students who have been legally transferred, each student identified in paragraph B above must establish residency in the following manner:

A. Students Living With Parent(s) or Legal Guardian(s) - All legal guardians must provide a certified copy of filed petition for guardianship, if pending, and final decree, when granted. The school will contact and meet only with the legal guardian of the student. When a certified copy of the Court Decree (or petition, if pending) is received declaring the district resident to be the legal guardian of the student, such decree or petition must declare that the guardianship was formed for a purpose other than establishing residency for school district attendance purposes. The parent(s) or legal guardian(s) of a student seeking to enroll must provide the district with two (2) of the following documents, one of which must be a current address listed below):

- Mortgage documents or property deed or current address
- Filed Homestead Exemption Application Form
- Tax receipt, apartment/home lease, rental agreement, or tax display document
- Utility bill (water, gas, electric, dated within thirty (30) days of date of registration)
- Government assistance documentation, i.e.: Supplementary Security Income (SSI); Women, Infants, and Children (WIC); Economic Assistance; Medicaid; Temporary Assistance for Needy Families (TANF); or Children’s Health Insurance Programs (CHIPS)
- Any other proof deemed acceptable by the school

In the event that the above listed requirements cannot be provided, residency may be established by submitting documentation to the Truth Academy STEAM Charter School Governing Board. Whenever necessary, the following forms of residence verification may be used to establish a thirty- (30) day temporary enrollment. By the thirtieth (30th) day, additional proofs of residency must be provided. The parent(s) or legal guardian(s) of a student seeking temporary enrollment must provide the school with two (2) of the following documents:
1. Valid Driver’s License;
2. Government assistance documentation;
3. State issued government identification;
4. Any other proof deemed acceptable by the school.

B. Returning Students - Parents of every returning student will provide proofs of residency on a yearly basis in order to complete the registration process. Proofs required will be as follows:
   1. Parents of returning students who have already provided mortgage/lease information need to provide only:
      a. An up-to-date utility bill
      b. An up-to-date lease or rental agreement (only if any changes have been made on the previous presented agreement)
      c. Any other proof deemed acceptable by the school.
   2. Parents of students living with another family will be required, where applicable, to provide:
      a. An updated “Affidavit of Residency”

C. Homeless Children - When a child is determined to be homeless as defined by the Stewart B. McKinney Act 42 USC Section 11432 (e) and 11302 (a), Truth Academy STEAM Charter School shall consider and take enrollment action that is in the best interest of the child pursuant to Title X - Part C and 42 USC 11432 (e) (3).

D. Students Living With Adults Other Than Parents or Legal Guardians:
   1. The non-parent(s) claiming district residency must meet the same criteria of subparagraph (A), required of a parent or legal guardian.
   2. The adult must provide the school with legal guardianship or custodial papers and provide documentation fully explaining the reason(s) (other than school attendance zone) for this arrangement. The governing board or their designee will make the necessary factual determinations. Examples of situations where guardianship authority of an adult will be recognized to establish residency of the minor include but are not limited to the following:
      a. Death or serious illness of the child’s parent(s) or guardian;
      b. Abandonment of the child;
      c. Child abuse or neglect;
      d. Seriously unstable family relationships or undesirable conditions in the home of the child’s parents or guardians having a documented detrimental effect on the child;
      e. Students enrolled in recognized exchange programs residing with host families;
      f. Incarceration of a parent.
   3. Any person who has assumed responsibility for the care and custody of the child shall be expected to begin the process of seeking legal guardianship before enrollment of the child and an approximate completion date must be given.
   4. The governing board for Truth Academy STEAM Charter School shall, not recognizes any legal guardianship formed for the purpose of establishing
residency for school attendance purposes. The requirements of this enrollment policy are minimum requirements and the school may require additional documentation and verification at any time. The provisions of this policy do not apply to students who have enrolled in the school through employment of the parent with Truth Academy STEAM Charter School. Any court ordered procedure shall take precedence over any procedure contained herein.

III. TEMPORARY ENROLLMENT
A. Students will be allowed temporary enrollment status if the following documents are presented:

B. A temporary immunization form from the County Health Department;

C. A copy of an official request for a birth certificate and a copy of the money order used to order the certificate.

D. An official letter from a lawyer or legal agency that affirms the process for custodial or guardianship process has begun for one of the reasons listed in section II (C) (2) of this policy.

E. Proof of temporary residence, which may include automobile registration and voter precinct identification. Once school has begun, students who enroll in Truth Academy STEAM Charter School must provide documentation of school attendance prior to that date in accordance with the Mississippi Compulsory Attendance Laws. If a parent cannot verify the attendance of his/her child in a recognized school program, the child will be counted absent for each day from the beginning of school in Truth Academy STEAM Charter School until the student’s enrollment. Each absence will count as an unexcused absence, and the student will be subject to the provision of the attendance policy as outlined by the governing board.

IV. APPLICATIONS FOR ADMISSION AND THE LOTTERY PROCESS
In accordance with Mississippi Code §37-28-23, Truth Academy STEAM Charter School will reach-out to and target families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at-risk of academic failure to improve their academic performance and value-added academic growth. If applications for admission exceed the number of seats available by grade, Truth Academy STEAM Charter School will hold a public lottery to determine which students will be offered admission. Preference will be given first to siblings of currently enrolled students, and second to students who reside in Sunflower County. As seats become available, students will be accepted into all grades from the original waitlist associated with that grade level’s student cohort.
Truth Academy STEAM Charter School Discipline Policy and Code of Conduct is developed in compliance with MS House Bill No. 623, MS § Code 37-11-53. A copy of the school’s discipline policy will be included in the Truth Academy STEAM Charter School Parent/Student Handbook, will be distributed to each student enrolled in the school. Parents, guardian or custodian of such student will sign a statement verifying that they have been given notice of the discipline policies. The governing board shall have its official discipline policy and code of student conduct, legally audited on an annual basis to ensure that its policies and procedures are currently in compliance with applicable statutes, case law and state and federal constitutional provisions.

The Discipline Code of Truth Academy STEAM Charter School provides a uniform standard of conduct for all enrolled school students. It describes inappropriate student behavior, ensures equal treatment for misconduct, and presets specific actions for remediating prohibited behaviors. The Code is based on the premise that rules must be enforced fairly, firmly and consistently and in a fashion equitable and just, while complying with state mandates and regulations. It recognizes that as students progress through school and advance in age and maturity, they will assume greater responsibility for their actions. It is also recognized that differences in age and maturity require different types of disciplinary action.

In this Code, discipline is defined as the implementation of and adherence to behavioral rules and regulations which will ensure an educational environment free of mental and physical hazards to students, teachers and staff. Such an environment is conducive to the practice of good citizenship.

Specific provisions of the Code include:

1. The parent, guardian or custodian of a child enrolled in Truth Academy STEAM Charter School shall be responsible financially for his or her minor child’s destructive acts against school property or persons.

2. A parent, guardian or custodian of a child enrolled in Truth Academy STEAM Charter School may be requested to appear at school by the school attendance officer or the principal, for a conference regarding the destructive acts of their child, or for any other discipline conference regarding the acts of the child.

3. Any parent, guardian or custodian of a compulsory school age child enrolled in Truth Academy STEAM Charter School who refuses or willfully fails to attend such discipline conference specified in (2) of this section may be summoned by proper notification by the Executive Director of the school or the school attendance officer and be required to attend such discipline conference.

4. Any parent, guardian or custodian of a compulsory-school-age child who:
   (a) fails to attend a discipline conference to which such parent, guardian or custodian has been summoned under the provisions of this section, or
   (b) refuses or willfully fails to perform any other duties imposed upon him or her under the provisions of this section, shall be guilty of a misdemeanor and, upon
conviction, shall be fined not to exceed Two Hundred Fifty Dollars ($250.00)

5. Any public school district shall be entitled to recover damages in an amount not to exceed Twenty-Thousand Dollars ($20,000.00), plus necessary court costs, from the parents of any minor under the age of eighteen (18) years and over the age of six (6) years, who maliciously and willfully damages or destroys property belonging to such school district. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree. The action authorized in this section shall be in addition to all other actions which the school district is entitled to maintain and nothing in this section shall preclude recovery in a greater amount from the minor or from a person, including the parents, for damages to which such minor or other person would otherwise be liable.

6. A parent, guardian or custodian of a compulsory school age child enrolled in Truth Academy STEAM Charter School shall be responsible for any criminal fines brought against such student unlawful activity occurring on school grounds or buses.

7. Truth Academy STEAM Charter School shall be entitled to recover damages in an amount not to exceed an amount as provided by law, plus necessary court costs, from the parents of any minor (7-17) who maliciously and willfully damages or destroys property belonging to the school. However, this section shall not apply to parents whose parental control of such child has been removed by court order or decree.

8. As an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, with the consent of the student’s teacher or teachers, attend class with the student for a period of time specifically agreed upon by the teacher and school principal. If the parent, guardian or custodian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended. This section of Truth Academy STEAM School’s discipline policy is in accordance with MS House Bill No. 623, MS § Code 37-11-53.

**DISCIPLINARY PROCEDURES**


**Hearing Bodies**

Except in cases punishable by reprimand, detention, in-school suspension, etc., all cases of student discipline will be heard by one of the following.

A. Principal or his/her designee  
B. School Disciplinary Committee or Hearing Officer  
C. School Governance Committee or Hearing Officer  
D. The Truth Academy STEAM Charter School Governing Board of Directors

**Jurisdiction**

The Principal, or his/her designee, of the Truth Academy STEAM Charter School has
jurisdiction to hear and decide matters of student discipline and impose the necessary punishment, once guilt or innocence is determined. The categories of punishment shall consist of reprimand, in-school, suspension of no more than three (3) days, corporal punishment, school suspension of no more than three (3) days, or other punishments that do not involve removing the student from school.

Cases involving a suspension of more than three (3) days, or expulsion from school will be heard by a disciplinary committee or a hearing officer. The disciplinary committee shall consist of three (3) professional staff members. This committee and/or hearing officer shall be appointed by the governing board, Executive Director or their designee. After the decision of the disciplinary committee or hearing officer has been made, appeals can be made to the governing board of Truth Academy STEAM Charter School.

Notification of Charges
In cases where the imposition of punishment is for a suspension of three (3) days or less, the student and parent/guardian will be orally informed of the charges lodged against him/her. The student shall have a right to respond and refute these charges. There may be a delay between the time that “notice” is given and the time of the hearing. A brief record will be kept on these proceedings. A parent will be notified of the suspension by telephone, if possible, and in writing.

In cases where the punishment may involve removal from school for more than three (3) days, the following procedure shall be followed:

- The student will be informed of the charges and a hearing held as outlined above.
- The student may be suspended for three (3) days, pending the hearing.
- The student shall be notified in writing of the specific charge or charges and the time and place of the hearing. Such notice will be hand delivered to the student, the parent notified by telephone, if possible and a copy mailed to the parent.
- The notification will specifically inform the student the following:
  a. Witnesses may be produced in behalf of the student;
  b. The student may be accompanied by a parent or guardian;
  c. Witnesses appearing against the student may be cross-examined; and
  d. The student may be represented by an attorney at his/her expense.

Conduct of Hearing
Hearings will not be open to the public. Either tape recording or a court stenographer shall maintain a record of the proceedings. These records shall be kept in a locked file for a period not to exceed one (1) year or until the student graduates from high school. No one may have access to these records except those persons directly involved in the case. Hearings will be conducted in an orderly manner. Any person attempting to disrupt the proceedings shall be subject to the legal action provided for in MS Code § 37-11-21 and MS Code § 37-11-23.

The accused will have an opportunity to make a defense in the hearing. Findings of fact shall be Based upon proof that the student violated policies or rules and regulations as charged by the preponderance of the evidence in the case as a whole. The accused student will have an opportunity to hear and refute all testimony against them. The accused student may present any evidence, may reply to charges, and/or may present witnesses in their behalf. The burden of
proof will rest upon those bringing the charge(s) and all matters pertaining to the case must be produced in the hearing. No formal rules of evidence and/or procedure are required. The hearing will be conducted in an informal and fair manner.

- **Hearing Conclusion** - At the conclusion of the hearing, the disciplinary committee or the hearing officer shall make a finding and announce the decision orally. The decision shall also be reduced to writing and student and parent advised with seventy-two (72) hours after the completion of the hearing.

- **Waiver of Hearing** - A student is permitted to waive the opportunity of a hearing and accept the punishment generally associated with the offense. In this event, the student with one or both parents must confer with the appropriate discipline authority (Executive Director, Principal or designee). In this conference the charges as well as the possible punishment will be explained and accepted. At that time the student and the parent may execute the waiver of the hearing and the punishment will be imposed.

### CODE OF DISCIPLINE GRADES K-5

These acts of misconduct include those student behaviors, which disrupt the orderly educational process in the classroom or on the school grounds including the following:

#### LEVEL I

1 – 1 Tardiness
1 – 2 Running and/or making excessive noise in the hall or building
1 – 3 Initiating or participating in any unacceptable physical contact
1 – 4 In unauthorized area without pass (restrooms, halls, etc.)
1 – 5 Dress code violation
1 – 6 Displaying any behavior which is disruptive to the orderly process of education

#### DISCIPLINARY ACTION

**First Violation**
- Minimum: Teacher-Student Conference
- Maximum: Teacher-Student-Parent Conference

**Repeated or Flagrant Violation**
- Minimum: Teacher-Student-Administrator-Parent Conference (Home Suspension)
- Maximum: Corporal Punishment, in-school suspension, detention, and/or school suspension

Students, who after having a student-teacher conference, a teacher-student-parent conference, home suspension, Teacher Support Team interventions, continue displaying behavior which is disruptive to the orderly process of education, can be suspended from school, pending a disciplinary hearing.

#### LEVEL II

2 – 1 Leaving the school grounds without permission
2 – 2 Skipping class
2 – 3 Insubordination
2 – 4 Possession and/or use of tobacco products (including smokeless tobacco)
2 – 5 Exhibiting any hostile physical actions
2 – 6 Unauthorized possession or use of personal electronic devices (An electronic device is defined as any device that a student is in possession of which electronically communicates, sends, receives, stores, reproduces or displays voice and/or text communication or data).

DISCIPLINARY ACTION

First Violation
Minimum: Administrator-Conference, home suspension, corporal punishment
Maximum: School suspension (one to three days)

Repeated or Flagrant Violation
Minimum: School suspension (three days)
Maximum: School suspension (three days) and/or Teacher Support Team interventions
Students who, after having a student-teacher conference, a teacher-student-parent conference, home suspension, Teacher Support Team interventions, and a Functional Behavior Assessment, continue displaying behavior which is disruptive to the orderly process of education, can be suspended from school, pending a disciplinary hearing.

Additional disciplinary action for unauthorized possession or use of personal electronic devices:
1st Offense: First offense will result in confiscation of the device and parental contact. The electronic device will be returned at the end of the school day to the student or his/her parent/guardian as determined by the building principal.

2nd Offense: School will take and keep device for 5 school days. After the device is retained for 5 school days, the parent/guardian shall pay $20, which represents the actual cost associated with the confiscation and storage of the device, subject to waiver for economic hardship. After the device is retained for 5 school days and payment of $20 is received (subject to a waiver for economic hardship), the electronic device will be returned to the parent/guardian.

3rd Offense: School will take and keep device for 10 school days. After the device is retained for 10 school days, the parent/guardian shall pay $40, which represents the actual cost associated with the confiscation and storage of the device, subject to a waiver for economic hardship; and the student will receive a one-day school suspension. After the device is retained for 10 school days and payment of $40 is received (subject to a waiver for economic hardship), the electronic device will be returned to the parent/guardian.

4th Offense: School will take and keep device for 20 school days. After the device is retained for 20 school days, the parent/guardian shall pay $60, which represents the actual cost associated with the confiscation and storage of the device, subject to a waiver for economic hardship. Additionally, the student can be subject to further disciplinary consequences at the discretion of the principal.

Note: The school is not responsible for any loss of or damage to an electronic device confiscated by the school and stored according to the discipline policy.
LEVEL III

3 – 1 Fighting
3 – 2 Gambling
3 – 3 Theft of personal and/or school property
3 – 4 Acts which threaten the safety and well-being of student and/or staff
3 – 5 Extortion - use of intimidation, coercion or force
3 – 6 Cheating on tests or exams
3 – 7 Vandalism of personal and/or school property
3 – 8 Using profane, obscene, indecent, immoral, or offensive language and/or gestures, and/or possession of obscene, indecent, immoral or offensive materials

DISCIPLINARY ACTION

First Violation
Minimum: School suspension from one to three days, or corporal punishment
Maximum: School suspension (three days), report to authorities when applicable

Repeated or Flagrant Violation
Minimum: School suspension (three days), and/or Levels 3-4 and 3-8 Teacher Support Team interventions
Maximum: School suspension (three days) and disciplinary hearing

Student will be responsible for all missed assignments or a grade of “O” will be permanently recorded. For theft or vandalism restitution shall be made regardless of other punishment.

LEVEL IV

4 – 1 Possession, use or under the influence of alcohol, counterfeit drugs, illegal drugs, narcotics, controlled substance(s) or paraphernalia.
4 – 2 Aggravated assault to a student
4 – 3 Assault on a school employee
4 – 4 Using profane, obscene, indecent, immoral, or offensive language and/or gestures directly to a staff member

Any student in violation of the above, shall be suspended by the principal for three (3) days and ordered to appear for a disciplinary hearing before a governing board-appointed Hearing Officer.

DISCIPLINARY ACTION
Minimum: Possible expulsion and a report will be made to the appropriate law enforcement authorities
Maximum: Expulsion

LEVEL V

5 – 1 Weapon(s) possession or use
5 – 2 Sale or distribution, or conspiring to sell counterfeit drugs, illegal drugs/alcohol, narcotics or controlled substance(s)
5 – 3 Students are prohibited from wearing, displaying, or possessing in any manner on school property or at school-sponsored events clothing, apparel, accessories, drawings, or
messages associated with any gang or social club that is associated with criminal activity, as defined by law enforcement agencies.

**DISCIPLINARY ACTION**

Minimum: Possession, other than gun – Expulsion and a report will be made to the appropriate law enforcement authorities

Maximum: Possession of a fire arm/gun or use of other weapon will result in expulsion from school for a period of not less than one year.

In addition to these penalties, provisions of the Mississippi Criminal Code are applicable to illegal behavior. The Principal is required to report illegal activities to the police.

**DISCIPLINARY HEARINGS**

When a student appears before a disciplinary hearing, the student will be subject to additional punishment up to and including suspension of more than three (3) days, or an expulsion from school.

**Ongoing Stakeholder Involvement**

Each year, Truth Academy STEAM Charter School will publish its Annual Report, which will contain complete information on the school’s overall performance and progress, as measured by both internal and external assessments. This report will be presented to the Board of Trustees, the State Board, and the general public on the school’s website. Information on the academic and social development of individual students will be made available to relevant stakeholders, who in turn will use that information, as follows:

*Teachers* will collect and use student data on a daily basis in the ways described above. In addition, teachers and advisors of each grade group (e.g., all teachers who work with grade 1-2 students) will meet biweekly with the Executive Director and SPED and ELL Administrators or teachers to discuss individual students’ progress, as measured by test results, teachers’ unit performance standards checklists (UPSC) for individual students, and observations of student conduct. They will use this information to identify the need for academic or social-emotional support intervention, to identify the need for more challenging work, to evaluate the effectiveness of the curriculum and instruction and make adjustments when necessary, to identify the need for professional development, and to better coordinate cross-disciplinary lessons and the after-school support/enrichment programs. At the end of each school year, teachers will again evaluate curriculum and instruction in light of what was learned during the preceding year and will make recommendations to the administrators about ways to improve the educational program. In so doing, they will make use of teacher, family and student feedback, and student data. Adjustments will then be made during the summer planning session.

*School administrators* will use student data to ensure that every child is receiving the support he/she needs to make progress and that every child is being sufficiently challenged, to conduct teachers’ evaluations, and to inform families, the Board of Trustees, the community, and the Mississippi Department of Education (MDOE) about student achievement. Additionally, administrators, together with teachers, will continually use this data to develop and improve curriculum and teaching methods and to plan teachers’ professional development. Using
information received in the mixed-grade level group meetings described above, and with the assistance of the person designated as the IT Specialist, the Executive Director will prepare bi-annual summary reports for the Board of Trustees that include multiple measures of academic performance (longitudinal cohort and school-wide progress, within-year student gains/losses, and year-to-year student gains/losses). The reports will also contain information on progress toward nonacademic goals.

_The Board of Trustees_ will use aggregated student data provided in the Executive Director’s bi-annual reports and his/her monthly updates at Board meetings to ensure that the school and its Principal are carrying out their responsibilities to students, families and the public.

_Students_ will regularly discuss their academic and social-emotional growth (including their test results and other indicators of academic performance) with their teachers and advisors. Teachers will encourage their students to identify their challenges and develop plans for overcoming them. At their personalized student achievement plan (PSAP) conferences at the end of each semester, students will evaluate their own progress and set their goals for the upcoming semester. Students’ self-evaluations will become part of their quarterly Progress Reports, which teachers will prepare for students, families, and the school administrator.

_Families_ will have frequent (at least bi-weekly) personal contact with teachers and advisors regarding their child(ren)’s academic and social development, whether in person at school, or by email or telephone. Translation will be provided, if needed for ELL families. Families will receive Progress Reports at the end of each semester and their children’s standardized test scores as soon as they are available. They will have a formal opportunity to discuss their children’s progress at the bi-annual PSAP conferences.
May 3, 2016

RE: Letter of Support for Truth Academy Charter School

Dear Dr Graham:

As Mayor of the City of Drew, Mississippi, I am writing this letter of support for Truth Academy Charter School, K – 6 (STEAM) based charter school to be located in the City of Drew, Mississippi.

Truth Academy charter School will provide a different education process and improve academic performance of students presently attending low performing schools.

As Mayor of the City of Drew, I will insure that the City of Drew will be an active collaborative partner in helping Truth Academy Charter School produce a high-performing school that will produce future leaders in our community. As mayor of the City of Drew I have a vested interest in the educational and personal success of students in the Drew area. These are our future community leaders. Our City leaders are on stand-by to support your endeavors and provide whatever you need to make your school a success for our children and community.

Sincerely,

Jeffery Kilpatrick
Mayor of the City of Drew, MS
May 2, 2016

Dear Shantal Johnson:

I am submitting this letter of support for Truth Academy Charter Schools plan to transform students in low-performing schools in Sunflower County in the 2017-18 school year. I understand that Truth Academy is a K – 6 (STEAM) program that focuses on student academic growth and performance.

As police Chief of the City of Drew I have a vested interest in the well being of the children is this community and look forward to working with Truth Academy and will support this school 100%. Thanks for your leadership and vision.

Sincerely,

[Signature]

Chief Terry Tyler
May 3, 2016

Dear Dr. Graham:

My business, The Shop, would be happy to support Truth Academy Charter School in any way we can. I am elated that you have chosen our town as the location for your school. I know that Sunflower County Schools are failing and you are offering our children an opportunity for a better education.

Respectfully

Christopher McKenzie
Owner and Operator
Re: Letter of Support

Dear Shantal Johnson:

This letter of support is written for Truth Academy Charter School that is slated to open in the City of Drew, Mississippi. I understand that Truth Academy will focus on students in grades K – 6 with academic training in Science, Technology, Engineering and Math (STEAM) based learning model. Truth Academy will be an integral part of community engagement with parents, students, community organizations and businesses in the City of Drew and surrounding communities.

Therefore, I support the educational purposes and mission of Truth Academy Charter School great educational opportunities. Thanks for your commitment to education.

Sincerely,

[Signature]

D'zandra Johnson
Dear Shantel Johnson:

As a parent of five children who attend school in the Sunflower County Consolidated School District, I am writing this letter of support for Truth Academy Charter School that is scheduled to be located in the City of Drew. I hope that this alternative education will make a difference in my children's education.

Sincerely,

Shareatta Williams

[Signature]
Proposed Executive Director/School Developer - Dr. T.J. Graham

Educational Biography

Following my graduation from college in the summer of 1984, I began my career as a Memphis City Schools (MCS) Title I Mathematics teacher. I worked in this position until 1990 when the MCS Federal Programs Director encouraged me to apply for the position as Title I Technology Program Coordinator. I applied and was hired for the position in July of 1990. I worked as the Federal Program's Title I Technology Coordinator until June of 1992 when my immediate supervisor, the Director of Federal Programs, encouraged me to apply for the position as Title I Elementary Instructional Supervisor. I applied, got the job, and worked in this capacity until 1996, when I was again asked to apply for a high-level administrator position.

Upon the retirement of one of the district's Title I Elementary Instructional Supervisors, the Federal Programs Director recommended me for that vacant position. In July of 1992, I applied for and was hired in the position as Title I Elementary Instructional Supervisor and worked in this capacity until 1996, when I took a year's Sabbatical Leave to complete my doctoral program.

Upon receipt of my doctoral degree, I resumed work as an educator, but in higher education. I worked as an Adjunct Professor in the undergraduate program at LeMoyne-Owen College and in both the undergraduate and graduate programs at the University of Memphis, while continuing to seek a position as a Pre-K–12 administrator. In August of 1998, I accepted a position as an Elementary School Principal in the Helena-West Helena School District in the Arkansas Delta. I experienced much success in this position, but due to the illness of my mother, it became necessary for me to resign my position as principal and return to Memphis to be closer to her.

Upon my return to Memphis in July of 2001, I applied and was hired as a full time Assistant Professor of Education at LeMoyne-Owen College. I worked successfully in this position until May of 2005, when the Chairman of the Helena-West Helena (H-WH) School Board, who asked me to consider returning to H-WH to serve as Interim Superintendent until the position could be permanently filled, contacted me. While at LOC, I served as:

* Instructor: Taught Upper Level Methods and Pedagogy Courses
* Chairman, Teacher Education Committee
* Member: NCATE (National Council for Accreditation of Teacher Education) Steering Committee
* Member: Curriculum, Scholarship, Academic Review, Honors & Standards Committees
* Coordinator, Partnership Programs (Teaching & Learning Community)
* Field Experiences Coordinator
* TRC (Tennessee Reading Collaborative) Liaison Between LOC and 7 Partner Elementary Schools
* Advisor - Alpha Kappa Mu Honor Society
* Advisor: 40 Undergraduate Teacher Candidates
* Supervisor: Ed. Undergraduates - Field Experiences, & Clinical Practice

In the spring of 2004, I wrote a proposal for and developed a Middle College/Early College High School on the campus of LeMoyne-Owen College in Memphis, Tennessee. The Bill and Melinda Gates Foundation initially funded the school (Hollis F. Price Middle College High School).
School), named for the college’s first president. The school is affiliated with the Middle College Consortium at LaGuardia Community College in New York City, NY.

I accepted the position as Interim Superintendent in June 2005 and worked in this position until I was officially hired as District Superintendent in July of 2005. However, due to pre-existing projected fiscal problems and ongoing problematic internal struggles along racial lines, among school board members and among top-level administrators, the district was taken over by the Arkansas Department of Education on September 8, 2005.

I sought employment from May 2005 until December 2005. On January 3, 2006, I accepted a position as Associate Professor of Education at Rust College in Holly Springs, Mississippi and worked in this position until I found another Pre-K–12 administrator position; this time as President (Director/Provost) of City University School of Liberal Arts, an inner city secondary (9–12) college preparatory charter school. While at Rust, I worked as:

- Instructor: Taught Upper Level Methods and Pedagogy Courses
- Field Experiences Coordinator
- Member of the Teacher Education Program Committee
- Clinical Practice Coordinator
- NCATE Coordinator
- Advisor – All Elementary and Middle School Education Majors
- Grant Writer
- Member of the Curriculum Development Committee; I developed two (2) courses for the Division of Education. They were:
  - RDLA 337 (A Developmental Approach to Teaching Reading)
  - EDUC 332 (Middle School Pedagogy)

In July of 2007, I was hired as President (Director/Provost) of City University School of Liberal Arts. After observing my job performance, the CEO of the sponsoring organization quickly promoted me to Chief Academic Officer, overseeing academic programs, faculty affairs and other academic support functions of the school. In this capacity, I worked to ensure the fulfillment of school’s mission and goals and provided academic vision and overall leadership. In January of 2009, the CEO began to experience personal problems, which led to his involvement in on-campus behavior and activities not conducive to a learning environment. An extremely uncomfortable and hostile work environment resulted. This unfortunate occurrence persisted and finally resulted in the resignations of 80% of the school’s original staff by the end of the 2009-2010 school year. I ended my term in November 2009.

I worked as an independent professional development consultant in Tennessee and Mississippi schools when I left the employ of City University. While I enjoy independent consultant work, my preference is school leadership. In August 2012, I was invited to consult with Southern Avenue Charter Middle School in an effort to design a program that would bolster the TCAP scores. That program was Blueprint for Academic Excellence. Soon after taking on this responsibility, I became the administrative leader in the following capacities: Academic Specialist, Teacher Evaluator, Title I Compliance Officer, ANET Lead, Special Projects Coordinator, Testing Coordinator, and Chief Academic Officer.
Due to ongoing budgetary problems, a Reduction in Force (RIF) was imposed, resulting in the termination of all consultant positions, including my position. In January 2014, I was recruited and accepted a position as School Level Title I Consultant at KIPP Memphis Collegiate Schools organization, where I am currently employed in that position as well as teaching 2 Grade 7 Mathematics classes. My complete Curriculum Vita (resume) follows:
GRAHAM, T.J., Ed.D.  
7624 Glenfield Cove  
Memphis, TN 38133  
Cell Phone: (901) 517-8928  
Email: tgraham@bellouth.net

<table>
<thead>
<tr>
<th>Academic Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Field of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D.</td>
<td>Nova Southeastern Univ.</td>
<td>1997</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>M.A.</td>
<td>University of Memphis</td>
<td>1988</td>
<td>Administration &amp; Supervision</td>
</tr>
<tr>
<td>B.A.</td>
<td>Delta State University</td>
<td>1984</td>
<td>Elementary Ed.; Minor, Fine Arts</td>
</tr>
</tbody>
</table>

**Professional Experience**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Position/Role Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/06/13 – Present</td>
<td>KIPP Memphis Preparatory Middle School – School Level Title I Coordinator/ Mathematics Instructor</td>
</tr>
<tr>
<td>08/17/12 – 10/04/13</td>
<td>Southern Avenue Charter Schools – CAO &amp; Academic Specialist</td>
</tr>
<tr>
<td>11/07/09 – 08/16/12</td>
<td>Self-employed Educational Consultant (Memphis &amp; DeSoto Co., MS)</td>
</tr>
<tr>
<td>01/03/06 – 05/15/07</td>
<td>Rust College, Associate Professor – Division of Education</td>
</tr>
<tr>
<td>06/13/05 – 08/08/05</td>
<td>Helena-West Helena School District, Superintendent of Schools</td>
</tr>
<tr>
<td>07/15/01 – 05/15/05</td>
<td>LeMoyne-Owen College, Assistant Professor of Elementary Education Director - W.E.B. DuBois Scholars Honors Program Director - Academic Skills Center Field Experiences Coordinator (Teacher Candidate Placements &amp; Supervision)</td>
</tr>
<tr>
<td>2001 - 2002</td>
<td>LeMoyne-Owen College, Teacher Education Program Director</td>
</tr>
<tr>
<td>1997 - 1998</td>
<td>University of Memphis, Undergraduate &amp; Graduate Instructor</td>
</tr>
<tr>
<td>1996 - 1997</td>
<td>Sabbatical Leave</td>
</tr>
<tr>
<td>1990 - 1996</td>
<td>Memphis City Schools, Instructional Supervisor/ Technology Coordinator &amp; Coordinator of Title I Parent Center</td>
</tr>
<tr>
<td>1984 - 1990</td>
<td>Memphis City Schools, Chapter I/Title I Mathematics Teacher</td>
</tr>
</tbody>
</table>

**Higher Education Experience and Leadership Roles**

**Rust College Faculty and Administrative Load**

**Module 5 – Summer Semester 2006**

- PRAX 230 PRAXIS I Seminar – 3 credit hours
- PRAX 320 PRAXIS II Seminar – 3 credit hours

**Module 4 – Spring Semester 2006**

- RDLA 334 Teaching Reading in the Content Areas – 3 credit hours
- EDEE 333 Social Studies for Elementary Teachers – 3 credit hours
- RDLA 331 Early Literacy II – 3 credit hours
- RDLA 333 Teaching Language Arts (K-8) – 3 credit hours
Module 3 – Spring Semester 2006
RDLA 330 Early Literacy – 3 credit hours
RDLA 334 Diagnosis of Reading Disabilities – 3 credit hours
EDUC 323 Educational Technology Competency – 3 credit hours

Other Rust College Assignments, January 2006 – 2008
• Field Experiences Coordinator
• Clinical Practice Coordinator
• NCATE (National Council of Accreditation of Teacher Education) Coordinator
  Advisor – All Elementary and Middle School Education Majors
• Grant Writer
• Coursework Developer
  a. Developed 2 courses – RDLA 337 (A Developmental Approach to Teaching Reading) and
  b. EDUC 332 (Middle School Pedagogy)

LeMoyne-Owen College Faculty and Administrative Load

Fall Semester, 2001 – Spring Semester 2005
ECED 203 Child Development – 3 semester units
EDUC 320 Measurement and Evaluation – 2 semester units
EDUC 321 Reading in the Content Areas – 3 semester units
EDUC 313/323/333 Develop. Approach to Reading & Literacy – 3 semester units
EDUC 408/414/422 Methods & Materials: Integrated Approach – 3 semester units

Other LeMoyne-Owen College Assignments, September 2001 – May 2005
• Chairman, Teacher Education Committee
• Member: Curriculum, Scholarship, Academic Review, Honors & Standards Committees
• Coordinator, Partnership Programs (Teaching & Learning Community)
• Field Experiences Coordinator
• Advisor - Alpha Kappa Mu Honor Society
• Advisor: 40 Undergraduate Teacher Candidates
• Supervisor: Ed. Undergraduates - Field Experiences, & Clinical Practice

Major Accomplishment at LeMoyne-Owen College:
Primary Writer/Developer – Hollis F. Price Middle College High School (Spring 2004)
Grant funded by Bill and Melinda Gates Foundation in the Spring of 2004- Affiliated with the
Middle College Consortium at LaGuardia Community College in New York City, NY

Most Recent Professional & Academic Association Memberships:
Association of Teacher Educators, member
Member: Council on Education of the Gifted
Association for Supervision and Curriculum Development, member
National Association for Education of Young Children, member
Research

• *High Impact Tutorial: Instructional Strategy to Strengthen Reading and Writing Skills of K-2 Students in Helena-West Helena School District - Arkansas Department of Education - Poverty Index Grant, $650,000 for three years (Fall 1998 – Spring 2001). In progress.*

• *The Effects of Computer-Assisted Instruction Tutorial Program on Reading and Mathematics Achievement of At-Risk Grade 5 & Grade 6 Students in an Inner City School, 1995-1996. Nova Southeastern University*

Dr. Graham will serve in the position of Executive Director (ED) for Truth Academy STEAM Charter School. The following is the job description for the ED position.

**Position Title:** Executive Director (CAO)

**Position Type:** Administrative

**Purpose:** Liaison

**Reports to:** Sponsoring Board/CMO Executive Leadership Team

**General Summary:** The Executive Director serves as a liaison between the sponsoring board, governing board, and school operations. The Executive Director also serves as an ex-officio member of the governing board of the school.

**Essential Duties and Responsibilities**

- Daily/Weekly electronic updates on student instructional data as revealed through predetermined formative assessments. All electronic update information referred to hereafter will be reported via email to the assigned DECS Management Inc. designee, which may change, from time to time, according to the executive committee.
- Daily/Weekly updates of school building to include grounds and maintenance scheduled and emergency maintenance.
- Daily attendance monitoring and reporting.
- Represent the school philosophy, objectives, and instructional program and guidelines within the local community by committing to being coachable to a uniquely innovative way of student learning.
- Coordinate the in development, implementation, and evaluation of professional development venues to accommodate school staff professional development.
- Keeps abreast of developments in curriculum and instruction and serve as an advocate in determining the appropriateness for each child’s Individual Education Program.
- Assists in reviewing and evaluating results of the CMO selected formative assessment tools and their frequency of administration and methods of evaluation.
- Interprets the curriculum and its philosophy to the governing board, the school administration, the staff and the general public.
- Works with the principal to ensure special needs and gifted and talented student records are in order and in compliance with all state, regional and national IDEIA (Individuals with Disabilities Education Improvement Act) mandates.
- Confers with principal to gauge the needs of teachers.
- Assists in preparation of school calendar and announces required dates to be observed by staff.
- Supervises the maintenance of all required building records and reports.
- Supervises the daily use of the school facilities for both academic and non-academic purposes.
- Plans and supervises fire drills and an emergency preparedness program.
- Attend school board meetings on a regular basis and/or as needed; and

**Education and Experience**

- Hold a Bachelor’s Degree from an accredited college or university.
- A minimum eight years of administrative/supervisory experience or equivalent.
- Minimum five-years of experience working with children with a clean work record.
- Must pass criminal background check and fingerprint.
Job Description of other Truth Academy STEAM Charter School leadership positions that we plan to fill in subsequent years of operations

<table>
<thead>
<tr>
<th>Position Title: Director of Curriculum &amp; Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Type: Curriculum &amp; Instructional</td>
</tr>
<tr>
<td>Purpose: Provision of Curriculum Guidance</td>
</tr>
<tr>
<td>Reports to: Executive Director (CAO)</td>
</tr>
</tbody>
</table>

**General Summary:** Under the supervision of the Executive Director, who is also the Chief Academic Officer, the Director of Curriculum and Instruction performs administrative duties and provide leadership with primary responsibility for the research, planning, development, implementation, and evaluation of the curriculum and instruction functions for the District.

**Essential Duties and Responsibilities**

- Develops and articulates the School’s mission, instructional philosophy, goals, and objectives using collaborative processes and problem-solving techniques;
- Directs and coordinates teachers and administrators in developing school-wide instructional goals, objectives, and assessment instruments, and systems of monitoring the implementation of the School and site staff development;
- Plans, organizes, and coordinates the School’s categorical and special program functions and activities as assigned;
- Conducts workshops, orientations, and a variety of staff development and training activities pertaining to categorical program phase-in processes and project component requirements;
- Confers with, counsels, and advises management and instructional personnel concerning instructional methods, techniques, and strategies in compliance with state review team audit procedures;
- Researches and disseminates information pertaining to categorical programs and legal mandate changes in program requirements and standards;
- Reviews, monitors, and audits the categorical program budgets and special funds, and implements expenditure control procedures to ensure compliance with state, federal, and Board policies, regulations, and guidelines;
- Monitors the School Program Improvement status, including supplemental services;
- Supports and guides site administrators and teachers in developing a four-year college-going culture K-8, particularly increasing completion rates;
- Develops and implements an ongoing procedure and analysis for curriculum review, development, and/or revision;
- Coordinates and supervises the annual revision of the Course of Study for grades K-8;
- Manages and controls the examination, evaluation, adoption, purchase and utilization of instructional resources, while directing the instructional materials department;
- Establishes lines of communication with staff and community regarding curriculum and instruction, including: promoting and developing community based partnerships to further the mission of the School and provide additional opportunities for students, and developing and disseminating public information regarding the School’s...
* Plans and implements professional development activities for certificated and classified employees, including research-based instructional practices, and assisting site administrators and teachers in planning staff development activities at the school level;
* Coordinates the School's Career Technical Education program (CTE), including partnership academies, Regional Occupational Programs, and articulation agreements;
* Coordinates the K-8 physical education, health, science, social science, fine arts, and music programs;
* Coordinates response to K-8 intervention;
* Collaborates with site Principal to plan and coordinate academic support programs during, after, and summer school;
* Secures consultants, specialists, grants, and other community resources to assist the School, Principal, and instructional staff in attaining objectives;
* Assists the supervisor in carrying out other duties and responsibilities as directed;
* Participates cooperatively with evaluator to implement the procedures by which he/she will evaluate in conformance with the School's uniform guidelines for certificated personnel evaluation and assessment.

**Education and Experience**

* Any credential(s) authorizing service as an intermediate level administrator in an elementary and/or middle school setting
* Master's Degree;
* Training beyond credential requirements in curriculum, supervision, methods and materials, organization, and administration and a Doctor's Degree is desirable.

* Five years of experience in education;
* Teaching experience at the elementary and/or secondary school level, experience in coordination and supervision;
* Three to five years as a successful principal, significantly increasing student achievement is desirable.
<table>
<thead>
<tr>
<th>Position Title:</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Type:</td>
<td>Administrative</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>Reports to:</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**General Summary:** The Assistant Principal will assist the Principal in overseeing the instructional program of the school.

**Essential Duties and Responsibilities**
- Will lead professional learning communities
- Will conduct weekly data meetings to track students' progress
- Model instruction/lesson for teachers
- Manages and inventories instructional materials for the school
- Develop school accreditation committee for organizational growth
- Conducts classroom observations
- Provides feedback on instructional landscape of the school

**Education and Experience**
- Certificate, license, or other legal credential required.
- Degree(s) required and area of major study.
- Kind and amount of prior job experience.
- Such alternatives to the above qualifications as the board may find appropriate and acceptable.
## Position Title: Chief Financial Officer (CFO)
## Position Type: Executive
## Purpose: Fiscal oversight
## Reports to: Executive Director and the Board of Directors

### General Summary: The Chief Financial Officer CFO plans, organizes, directs, manages, and evaluates the CMO and individual school’s accounting, budgeting and payroll activities, manages and directs fiscal year-end closing process, establishes and revises accounting and payroll processes and procedures, conducts accounting and budget analysis, and provides complex staff assistance to the school principals and other administrative staff.

### Essential Duties and Responsibilities

- Plans, organizes and directs the work of the fiscal services department, including accounting, budgeting and payroll functions.
- Manages, trains, and audits work of subordinates in all budget and financial subsystem applications and ensures that established operational procedures and local, state and federal laws are followed.
- Prepares, plans, and manages fiscal year-end closing process to assure validity and accuracy of the charter management organization’s financial data for subsequent preparation of CMO/school financial statements.
- Directs and oversees regular reconciliation of all CMO/school funds, including all balance sheet and income statement accounts.
- Designs and conducts audits of CMO/school funds and accounts, prepare year-end financial data for quarterly and annual audits, prepare audit schedules and act as liaison with external auditors. Provides training to schools and departments on audit findings and internal controls. Provides centralized reconciliation and reporting of student body fund accounting for school sites and external auditors.
- Oversees and reviews all funds received and deposited from the state, federal, and philanthropic funding sources.
- Prepares financial/budget analysis and reports as required or requested.
- Coordinate the fiscal management and financial accountability of categorical programs by managing and directing staff in budgeting for grants/entitlements and verifying accuracy of financial data. Directs staff in a coordinated effort with program directors to prepare accurate financial reports to local, state and federal grantors.
- Assists the Board Chairman/ & Executive Director in preparation of CMO/school annual and interim budgets, including data for projections of income and expenditures by programs and funds. Consults and coordinates with site school principals on their allocation budgets on a regular basis.
- Ensures that all tax reports, retirement reports and other reports required by local, state or federal agencies are prepared and submitted in a timely fashion.
- Recommends appointment of personnel, provide or coordinate staff training, work with employees to correct deficiencies, implements progressive discipline procedures for employees, recommends employee terminations.
- Advises school administrators, school site staff and CMO staff regarding various
fiscal policies and procedures, financial/budgets system utilization, and other financial and budget related issues on a regular basis.

- Directs, oversees, and participates in the development of the office work plan, assigns work activities, projects and programs, monitors work flow, develops and implements policies and procedures, reviews and evaluates systems, methods and procedures.
- Recommends goals and objectives, monitors and reviews existing and proposed legislation related to school finance, analyzes and implements any new Mississippi Department of Education (MDE)/ State of Mississippi General Principles of Accounting.
- In the absence of the Board Chairman has responsibility for coordination and general direction of other CMO business operations (as may be assigned).
- Evaluate department services to determine efficiency and effectiveness in meeting goals and objectives.
- Attends conferences and meetings for the purpose of maintaining professional knowledge, and to represent the charter management organization.
- Acts as advisor to the Board Chairman on all questions relating to the business and financial affairs of the charter management organization.
- All other duties as assigned by the Board of Directors

**Education and Experience**

- Bachelor’s Degree from an accredited college or university with major course work in business, finance, accounting or closely related field or any combination of professional training or experience equivalent to four years in financial analysis, or in fields directly related to position requirements
- Certified Public Accountant Designation
- Minimum 5-years experience in the financial auditing of government entities government, non-for-profit, and/or small businesses
- Four 5-years of professional accounting experience, including two years of management and supervisory experience
- Practical understanding of the principles and practices of accounting, payroll, budgeting, and financial management
- Auditing and fixed asset control procedures
- Principles and practices of management, administration, supervision, and training.
- Financial and budget analysis and research procedures.
- Automated computer systems, databases for business applications.
- Current on all federal legislation, projects, and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the CMO and managed schools.
Brief Biography and Resume of Proposed School Leader

I am Shantal Johnson. I am a 34 year-old native of Drew, Mississippi. Although I moved away from Drew five years ago, it has not changed the love I have for my hometown. I graduated from Drew High School in May of 1999. I furthered my education and graduated from Mississippi Valley State University in May 2007, earning a Bachelor of Arts degree in Social Work. I moved to Tennessee, in 2010 to work at Youth Village with children who were court ordered to remain in a Level 4 facility for troubled children. In June of 2013, I was accepted into the Memphis Teaching Fellows Program, which is an alternative licensure track for non-education majors. I began my first year teaching during the 2012 – 2013 school year and have been teaching since. I am currently employed at KIPP Memphis Preparatory Middle School as a Grade 5 Science teacher. I also serve as Grade Level Chairman for the fifth grade. I am also finishing up my Master’s program in Leadership Excellence at Bethel University in Memphis, TN. My resume follows:
Shantal K. Johnson
1434 Elise Road • Memphis • Tennessee • 38106 • (662) 721-6046 • shantal@8l@gmail.com

CAREER OBJECTIVE
To become an educational leader with a broad range of skills and expertise.

CERTIFICATION
• Memphis Teaching Fellows – An Alternative Certification Program of Legacy Memphis City Schools
• Highly qualified to teach Middle School (4-8), Special Education (K-12), and Reading (K-8)

EDUCATION
Bethel University
Masters of Arts in Education – Leadership Excellence

TNTP Academy
Rigorous teacher preparation program with Memphis Teaching Fellows

Mississippi Valley State University
Bachelor of Social Work

PROFESSIONAL EXPERIENCE
KIPP Memphis Collegiate Schools
5th grade Science and Grade Level Chair

Memphis, TN 06/14 – present
• Teach 5th grade TN Science State Standards - KIPP Memphis Preparatory Middle School
• Develop long-term plans based on Tennessee science curricular standards
• Create lesson plans based on long-term curricular goals
• Develop classroom management system and procedures
• Participate in professional development workshops and discussions
• Conduct grade level meeting
• Create meeting agenda and schedules

Shelby County Unified School District
7th grade Math

Memphis, TN 08/13 – 05/12
• Taught 7th grade TN Math State Standards (Lester Middle School)
• Developed long-term plans based on Tennessee math curricular standards
• Created lesson plans based on long-term curricular goals
• Developed classroom management system and procedures
• Participated in professional development workshops and discussions

Truth Academy STEAM Charter School
Memphis City Schools  
4-6 grade Emotionally Disturbed/Self-Contained  
Memphis, TN  
08/12 - 05/13

- Taught 4-6 grade TN State Standards in all content areas (Lester Middle School)
- Developed long-term plans based on Tennessee curricular standards
- Created lesson plans based on long-term curricular goals
- Developed classroom management system and procedures
- Participated in professional development workshops and discussions
- Taught Life Skills
- Planned and conducted community field trips monthly
- Ordered supplies and resources for students
- Provided academic modifications to ensure academic success

Memphis City Schools  
Memphis Teaching Fellow  
Memphis, TN  
Summer 2012

- Taught in a summer school classroom for students in Memphis City Schools (Wooddale Middle School)
- Developed long-term plans based on Tennessee curricular standards
- Created lesson plans based on long-term curricular goals
- Developed classroom management system and procedures
- Participated in professional development workshops and discussions

Mid-South Health Systems  
Community Intervention Specialist  
Memphis, TN  
03/12 - 06/12

- Assisted clients with meeting the goals on treatment plans
- Created and implemented interventions for clients to successfully work on treatment
- Aligned clients with various resources for self-sufficiency

Youth Villages  
Teacher Counselor  
Barlett, TN  
12/10 - 03/12

- Created weekly schedules based on RE-Ed principles
- Documented behavior levels and participation of youth
- Created an inclusive and safe environment for the youth

HONORS & DISTINCTIONS
- Praxis Score of 156 in the area of Middle School Content Knowledge.
- Praxis Score of 175 in the area of Special Education (Mild to Moderate)
- KIPP School Leadership Program Participant

CIVIC AND VOLUNTEER EXPERIENCE
Teacher Mentoring Program  
Memphis, TN  
Present

- Participant in the School Mentor Program
- Provide exemplary teaching to college students
- Allow Rhodes Scholars the opportunity to get teaching practice in an actual classroom setting (my classroom)
  • Cohort Member
  • Learned basic skills of small leadership roles
  • Learned teaching strategies

Boys and Girls Club  Drew, MS  2008
  • Assistant Program Coordinator
  • Assisted with membership intake and completed required paperwork
  • Implemented modules that taught life skills

GearUp  Drew, MS  2006
  • Afterschool Volunteer
  • Helped middle school students access information needed for high school graduation and attending college
  • Provided tutoring and acted as a mentor
<table>
<thead>
<tr>
<th>Position Title: Principal</th>
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</thead>
<tbody>
<tr>
<td>Position Type: Administrative</td>
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<tr>
<td>Purpose: School Instructional Leadership</td>
</tr>
<tr>
<td>Reports to: Governing Board &amp; Executive Director</td>
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</tbody>
</table>

**General Summary:** The Principal is responsible for setting the school culture and serving as the greatest promoter of the schools instructional program. The Principal will use leadership, supervision, and administrative skills to promote the educational development of each student.

**Essential Duties and Responsibilities**

- Establishes and maintains an effective learning climate in the school.
- Plans, organizes, and directs implementation of all school activities.
- Keeps the immediate supervisor informed of the school’s activities and problems.
- Makes recommendations concerning the school’s administration and instruction.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school’s administration.
- Assumes responsibility for the implementation and observance of all policies and regulations by the school’s staff and students.
- Leads in the monitoring of the instructional program.
- Supervises the guidance program to enhance individual student education and development.
- Attends special events held to recognize student achievement, attends school-sponsored activities and functions.
- Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
- Assists in recruiting, screening, hiring, training, assigning, and evaluating of the school’s professional staff.
- Provides instructional leadership by personality observing instruction and counseling all certified staff under his/her guidance.
- Evaluates and counsels all staff members regarding their individual and group performance.
- Conducts meetings of the staff as necessary for the proper functioning of the school.
- Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
- Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.
- Provides for adequate inventories of property under his jurisdiction and for the security and accountability for that property.
- Serves as an ex-official member of all committees and councils regarding the school.
- Cooperates with college and university officials regarding teacher training and preparation.

**Education and Experience**

- Certificate, license, or other legal credential required.
- Degree(s) required and area of major study.
- Kind and amount of prior job experience.
- Such alternatives to the above qualifications as the board may find appropriate and acceptable.
BY-LAWS
OF
TRUTH ACADEMY STEAM CHARTER SCHOOL

Article I
General Provisions

1.1 Charter: The name of the Sponsoring Corporation shall be Shades of Elegance (a non-profit corporation), sponsor of Truth Academy STEAM Charter School.

1.2 Purpose: The purposes of the Corporation shall be set forth in the Charter granted by the State of Mississippi Department of Education as amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the Charter School and of its Board of Directors, and all matters concerning the conduct and regulation of the affairs of Truth Academy STEAM Charter School (TASCS), shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean Truth Academy STEAM Charter School as from time to time amended.

1.3 Location: The principal office of Truth Academy STEAM Charter School shall be located in a building located in Drew, Mississippi. The Board of Directors may change the location of the principal office provided that no such change shall be effective until appropriate certificates or other documents are filed with the Mississippi Department of Education.

1.4 Fiscal Year: Except as from time to time otherwise determined by the Board of Directors, the fiscal year of the School shall be from September 30th to October 1st in accordance with federal government timelines.

1.5 Seal: The common seal is, and until otherwise ordered and directed by the Board of the Directors shall be an impression upon paper bearing the name of Truth Academy STEAM Charter School and such other devise or inscription as the Board of Directors may determine.

Article II
Board of Directors

2.1 Powers: The Board of Directors shall oversee the affairs of Truth Academy STEAM Charter School and shall exercise all the powers of the school, except as otherwise provided by law, by the Charter, or by these By-Laws. The Board of Directors also has the authority to approve contracts and annual budgets. The Board of Directors reserves to itself alone the power (i) to purchase or sell real property, (ii) to pledge, assign, create
to itself alone the power (i) to purchase or sell real property, (ii) to pledge, assign, create liens on or security interest in the real property of Truth Academy STEAM Charter School (iii) to establish or modify investment policies, (iv) to appoint or remove the School Director(s), administers, faculty, staff or anyone or entity rendering service on behalf of Truth Academy STEAM Charter School and (v) to delegate, from time to time, powers to Truth Academy STEAM Charter School’s Principal or Executive Director in accordance with these By-Laws except as otherwise provided by law or by the Charter.

2.2 **Number of Directors:** The Board of Directors at their annual meeting, which shall take place on the third Friday of month of June shall fix the number of Board Directors, which shall be no less than five nor more than nine individuals (excluding ex-officio and honorary members). The Board of Directors may include, but not limited to a parent/guardian representative, interested members of the community, a faculty representative, Executive Director, and the School’s Principal. The Executive Director, the school Principal, the faculty representative, and the parent representative, respectively, shall serve as ex-officio members without power to vote.

2.3 **Term of Office of Directors:** The term of office of a Director shall be three years. Each elected Director shall hold office until such time a Director dies, resigns, or is removed, becomes disqualified or until his or her successor is elected and qualified. Terms of office shall be staggered and each group shall be nearly equal in number as a Director may serve for two consecutive terms and shall be eligible for re-election to the Board after a one-year hiatus or at the pleasure of the Board, if longer terms are desired. The term of office of the faculty representative as a Director shall be two years.

2.4 **Election of Directors:** The initial Directors shall be elected by the Incorporators and thereafter by the Board of Directors at any meeting of the Board. A Director(s) elected to fill an unexpected term shall have tenure only to the end of such term.

2.5 **Resignation and Removal:** Any Director may resign by delivering a written resignation to the Chairman or Secretary of the TASCS Board of Directors at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Director(s), TASCS Board formally encourages Directors intending to resign or to decline nomination to provide at least 30 days advance written notice of the same time. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors. Any Director may be removed from office by an affirmative vote of a majority of the Directors in office.

2.6 **Vacancies:** Any vacancy on the Board of Directors may be filled by vote of a majority of the Board of Directors then in office. The Board of Directors may exercise all their powers notwithstanding the existence of one or more vacancies on the Board.
Article III
Meeting of the Directors

3.1 Open Meeting Law: All meetings of the Directors shall be conducted in accordance with Mississippi General Laws, as amended from time to time, or any successor statute. Except otherwise permitted by law, (i) no quorum of the Board of Directors shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter (ii) no executive session shall be held until (a) the Board of Directors shall have first convened in an open session for which notice shall be given in accordance with law, (b) a majority of the Directors at such meeting shall have voted to go into executive session, (c) the vote of each Director shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chairman (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Directors shall reconvene after the executive sessions. Executive session may be held only for purposes permitted by law.

3.2 Regular and Special Meetings: Regular meetings of the Board of Directors may be held at such times as the Board may determine, at least four times annually. Special meetings may be called by the Chairman at any time and shall be called by the secretary or his or her designee upon written application of two or more voting members of the Board of Directors.

3.3 Meetings Using Communication Equipment: Unless otherwise provided by law of the Charter, Directors may participate in a meeting of the Board of Directors by means of which all persons participating in the meeting can hear one another at the same time, and participation by such means shall constitute presence in person at a meeting.

3.4 Annual Meeting: The Directors shall meet annually in the month of June at the principal office of the School or at such place, within or without the state of Mississippi and at such time as the Board of Directors shall determine, except that such date shall not be a legal holiday. The governing body (Board of Directors) shall conduct at least one annual board training course and shall provide documentation of such training to the chartering authority. The Training course shall be certified by the Mississippi Charter School Authorizer Board. If the annual meeting is not held in a specified month, the Directors may hold a special meeting in the place thereof, and any business transacted or elections held at such meetings shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time and place of any such meeting shall be mailed to all Directors at their usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting.

3.5 Quorum: A majority of the Directors then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Directors at which a quorum is present, the vote of a majority of those Directors present shall decide any matters unless the Charter, the By-Laws, or any applicable law requires a different vote.
3.6 **Notice of Meeting:** Public notice of meetings shall be given as required by law. Notice of date, time, and place of all regular and special meetings of the Directors shall be given to each Director by the Secretary or, in case of death, absence, incapacity or refusal of the Secretary, by the officer or one of the Directors calling the meeting. Such notice shall be given to each Director in person, by mail, telephone telegram, facsimile transmission, or electronic mail sent to such Director's usual or last known contact information at least 7 days in advance, unless shorter notice is adequate under the circumstances. Except as required by law, notice of any meeting of the Directors need not be given: (i) to any Director who, either before or after the meeting delivers a written waiver of notice by Director (or the Directors attorney therunto authorized), which is filed with the records of the meeting; or (ii) to any Director who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or revision of any provision of the Charter or these By-Laws or (ii) the removal of a Director or an officer.

**Article IV**

**Officers of the Board**

4.1 **Number and Qualifications:** The officers of TASCs Board of Directors shall be Chairman, Vice Chairman, Secretary, Treasurer, Sergeant-at-Arms, and such other officer, if any, as Board of Directors may determine. An individual may hold more than one office at the same time, except that as Chairman and Secretary.

4.2 **Election and Tenure:** The Chairman, Vice Chairman, Secretary, Treasurer, and Sergeant-at-Arms shall be elected annually by the Board of Directors at the annual meeting. Other officers, if any, may be elected by the Board of Directors at any time. Officers of the Board of Directors are elected to one-year terms. The fact that an individual or currently serving in any office shall not create any presumption that such individual shall be nominated for such position in any subsequent year. If the office of Chairman, Vice Chairman, Secretary, or Treasurer, becomes vacant, the Directors shall elect a successor. If any other office becomes vacant, the Directors may elect a successor. Each such successor shall hold office for the unexpired term and, in the case of the Chairman, Vice Chairman, Secretary, Treasurer, or Sergeant-at-Arms until a successor is chosen and qualified, or in each case, until the officer dies, resigns, is removed, or becomes disqualified.

4.3 **Resignation and Removal:** Any officer may resign by delivering a written resignation to the Chairman or Secretary of the Truth Academy STEAM Charter School Board of Directors at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any officer may be removed from office with or without cause by an affirmative vote of a majority of the Directors then in office. Any officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors.
4.4 Chairman and Vice Chairman: The Chairman shall preside at all meetings of the Board of Directors, except as the Directors otherwise determine. The Chairman shall have such other duties and power as the Board of Directors or Executive Committee shall determine. With the approval of the Executive Committee, the Chairman shall appoint all Standing and Special Committees for any purpose. The Chairman may call meetings of the Executive Committee, and shall call such meetings at any time at the written request of two members of the Executive Committee. In the absence of the Chairman, or if at any time the office of the Chairman is vacant, the Vice Chairman may discharge any or all of the duties of the Chairman including the Chairman’s functions as a member and chair of the Executive Committee.

4.5 Treasurer: Subject to the direction and control of the Board of Directors, the Treasurer shall serve as Chair of the Finance Committee and shall have general Oversight of the financial affairs of Truth Academy STEAM Charter School. The Treasurer shall provide quarterly reports to the Board of Directors on the financial condition and affairs of the school, and shall oversee all filings required by the State of Mississippi, the Internal Revenue Service, and other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Directors.

4.6 Secretary: The Secretary shall record and maintain records of all proceedings of the Directors in a book or series of books kept for that purpose and shall give such notices of meetings of Directors as are required by the Board, these By-Laws, or by law. The Secretary shall distribute to the members of the Board of Directors, copies of any minutes of the prior meetings for approval. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Directors. The Secretary shall be a resident of the State of Mississippi.

4.7 Sergeant-at-Arms: The Sergeant-at-Arms ensures compliance as it relates to adherence to the bylaws, the code of conduct, the conflict of interest doctrine, Robert’s Rules of Order, etc. In other words, the Sergeant-at-Arms is TASCs Board’ s “keeper of the laws.” The Sergeant-at-Arms shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Board of Directors.

4.8 Other Officers: Other officers shall have such duties and powers as may be designated from time to time by the Directors.

Article V
Committees

5.1 Appointment and Duties: The Board of Directors shall annually appoint such standing and special committees as the Board may deem proper and prescribe their membership, powers and duties. The Board of Directors, or the Chairman acting under the authority of the Board, may appoint such other boards and committees as the Board may deem necessary.
5.2 **Standing Committee:** Standing Committees of the Board may include, but are not limited to the Executive Committee, the Operations Committee, the Human Resource Committee, and the Finance Committee. Each Committee Member shall hold office for two years and until a new Committee Member is appointed.

5.3 **Executive Committee:** The Executive Committee shall consist of not less than four or more than eight Directors, and may include the Chairman, Vice Chairman, Treasurer, Secretary, Executive Director *ex-officio*, and the School Leader (Principal) *ex-officio*. The Chairman shall be the Chairman of the Executive Committee. A majority of the members of the Executive Committee shall have power to do all things deemed by them necessary for or conducive to the welfare of Truth Academy STEAM Charter School that are not delegated to other committees or officers nor contrary to the By-Laws, or votes of the Board of Directors, or any applicable law subject to the foregoing, the Executive Committee may exercise between the meetings of the Board of Directors all the powers of the Board of Directors except the election of the Directors, the election of Chairman, Vice Chairman, Treasurer, the selection of Executive Director and Principal, or amending of the By-Laws. The Executive Committee shall make reports of their actions to the Board of Directors.

5.4 **Human Resources Committee:** The Human Resources Committee shall interview, review hiring policies, procedures, salaries, standard practices, and recommend potential staff to the Board of Directors for approval. The Human Resources Committee also has the authority and power to discipline employees, review grievance and post job openings. The committee will consist of five Board Members.

5.5 **Finance Committee:** The Finance Committee shall have the authority to review operating budget, review financial statements, monitor revenues/expenditures, propose annual financial plan, reports, and procedures. The Finance Committee also has the power to recommend an audit committee and CPA firm for annual financial review. The committee will consist of five Board Members.

5.6 **School Operations and Leadership Committee:** The School Operations and Leadership Committee will focus on Truth Academy STEAM Charter School Operations, including academic, leadership and facilitation. The School Operations and Leadership Committee will work directly with the School Leader (Principal). This Committee will consist of five Board Members, Principal *ex-officio* and Executive Director *ex-officio*.

5.7 **Governance:** The Governance Committee handles policies and procedures, nominations of the board members and board governance.

5.8 **Executive Director:** Truth Academy STEAM Charter School’s Executive Director may be an *ex-officio* member of all committees.

5.9 **The School Principal:** Truth Academy STEAM Charter School’s Principal may be an *ex-officio* member of all Standing and Special Committees.
Article VI
Executive Director

6.1 **Appointment:** The Truth Academy STEAM Charter School Board of Directors shall appoint an Executive Director.

**Duties:** The Executive Director shall serve as a liaison between the school and the governing board as well as the School’s Chief Academic Officer. The Executive Director shall report to the TASCS Board of Directors of Directors, the Charter Management Organization (CMO), Mississippi Charter School Authorizer Board (MCSAB), and the State of Mississippi.

Article VII
The School Principal

7.1 **Selection:** The School Leader (Principal) of Truth Academy STEAM Charter School oversees the day-to-day operations of the school site and may be an ex-officio member of all Standing and Special Committees. The Principal shall be appointed by the Board of Directors and shall serve at the pleasure of the Board of Directors and the Executive Director, who shall conduct an annual evaluation of the Principal. The Principal shall report directly to the Executive Director.

**Duties:** The Principal shall prepare academic plan for submission to the board. He/She shall have general management of the artistic, academic, and administrative operations of Truth Academy STEAM Charter School and shall prescribe and direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting of the State of Mississippi. The Principal shall prepare annual budget for submission to the board. The Principal shall employ and discharge all personnel, prescribe their maximum limits and terms of office, established by the Board of Directors, and shall conduct annual reviews of all personnel.

Article VIII
Compensation and Personal Liability

8.1 **Compensation:** In accordance with Mississippi’s Conflict of Interest Laws (34 CFR 74.42-74.44 and 80.36), no Director shall receive compensation for services rendered as a Director. Notwithstanding the foregoing, any Director may receive reasonable compensation for services rendered as an employee or subcontractor of the School and any Director may, if authorized by the Board of Directors, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Director for school business or to represent the school. Any Director must make full disclosure to other members of the Board of any compensation received.
8.2 **Personal Liability:** TASCS Board of Directors shall not be personally liable for any debt, liability, or obligation of the corporation or charter school. All persons, corporations, or other entities extending credit to, contracting with, or having any claims against the corporation or the school may look only to the fines and property of the school for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or any such contract or claim, or for the payment of any debt, damages, judgment or decree, or any money that may otherwise become due or payable to them from the school.

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**Article IX**

**Miscellaneous Provisions**

9.1 **Execution of Instruments:** All contracts, deeds, leases, bonds, notes, checks, drafts, and other instruments authorized to be executed by an Officer of Truth Academy STEAM Charter School, on its behalf, shall be signed by the Executive Director or the Board Treasurer, except as the Directors may generally or in particular cases, otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of Truth Academy STEAM Charter School by the Executive Director and/or the Board Treasurer, who may be one and the same person, shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Charter, By-Laws, resolution of votes of the school.

9.2 **Corporate Records:** The records of all meetings of the Board of Directors, the names and addresses of the Directors and Officers of Truth Academy STEAM Charter School, and the original or attested copies of the Charter and By-Laws of the School shall be kept in Drew, Mississippi at the principal office of the School or of the Secretary, but such corporate records need not all be kept in the same office.

9.3 **Guarantees and Suretyships:** Truth Academy STEAM Charter School shall make no contracts of guarantee or suretyship.

9.4 **Fiscal Year:** Truth Academy STEAM Charter School fiscal year shall be September 30 to October 1.

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**Article X**

**Amendments**

These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of Directors then in office, at any meeting of Directors or special meeting of the Directors; provided, however, that at least seven (7) days advance notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the new By-Laws any be adopted, will be proposed.
Article XI
Indemnification

11.1 Generally: Truth Academy STEAM Charter School shall, to the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify each person who may serve or who has served at any time as a Director, Treasurer, Secretary, or other officer of the school, each person who may serve or has served at the request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including without limitation, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative, or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Directors authorized the proceedings) provided, however, that no indemnification shall be provided to such Indemnified Officer who shall have been finally adjudicated in any proceeding (a.) to have breached the Indemnified Officer's duty of loyalty to the school, (b.) not to have acted in good faith in any or proceeding voluntarily initiated by such person having served in such capacity, in the reasonable belief that such Indemnified Officer's action was in the best interest of the School, (c.) to have engaged in intentional misconduct or a knowing violation of law, or (d) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit, and further provided, that any compromise or settlement payment shall be approved by the School in the same manner as provided below for the authorization indemnification. Any person who at the request of Truth Academy STEAM Charter School may serve or has served another organization or any employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interest of such organization or in the best interest of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the Truth Academy STEAM Charter School.

11.2 Advances/Repayment: Such indemnification may, to the extent authorized by the Board Directors of the School, include payment by the Truth Academy STEAM Charter School of expenses, including attorney's fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt or an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Article which undertaking may be accepted without regard to the financial ability of the Indemnified Officer to make repayment.

11.3 Authorization: The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Article, and each Director and officer of the school approving such payment shall be wholly protected if:
(i) The payment has been approved or ratified (1) by a majority vote of the Directors who are not at that time parties to the proceeding or (2) by a Majority vote of a committee of two or more Directors who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selected Directors who are parties may participate); or

(ii) The action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to Truth Academy STEAM Charter School appointed for the purpose by vote of the Directors in the manner specified in the classes (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Directors then in office; or

(iii) The Directors have otherwise acted in accordance with the standard of conduct applied to Directors under the Mississippi statutes, as amended from time to time;

(iv) A court having jurisdiction shall have approved the payment.

11.4 Heirs, Executors and Administrators: The indemnification provided hereunder, shall insure to the benefit of the heirs, executors and administrators of the estate of any Indemnified Officer entitled to indemnification hereunder.

11.5 Non-Exclusive Rights: The right of indemnification provided hereunder shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Article shall affect any rights to indemnification to which Truth Academy STEAM Charter School employees, agents, Directors, officers and other persons may be entitled to by contract or otherwise under law.

11.6 Adverse Amendments: No amendment or repeal of the provisions of this Article which adversely affects the right of an Indemnified Officer under this omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

11.7 Employees and Agents: To the extent legally permissible and only to the extent that the status of Truth Academy STEAM Charter School as exempt federal income taxation under Section 501(c)(3) of the code is not affected thereby, the School may indemnify any employee or agent of the school to the extent authorized by the Board of Directors by an affirmative vote of a majority of the Directors entitled to vote. The foregoing provisions of the Article shall apply to any indemnification of any employee or agent under this Article 11.7.
Truth Academy STEAM Charter School
Public Charter School Board Member
Code of Ethics Policy

Requirements for the Code of Ethics for each charter school Board of Directors member.
Each charter school board of trustees shall:
1. Discuss the Code of Ethics for Charter School Board Members at a regularly scheduled public meeting annually;
2. Adopt policies and procedures regarding the training of charter school Board of Directors members in understanding the Code of Ethics; and
3. Provide documentation pursuant to (b) below that each member of the charter school board of trustees has received and reviewed the Code of Ethics.
4. Each member of the charter school Board of Directors shall sign acknowledgement of receipt of the Code of Ethics for School Board Members. This acknowledgement of receipt requires each charter school board of trustee member to read and become familiar with the Code of Ethics.

Preamble
We, as members of our public charter school, representing all the residents of our school's community, believe that:
- Striving toward ideal conditions for effective school board service to our community, in a spirit of teamwork and devotion to public education, is the greatest instrument for preserving and perpetuating our representative democracy.
- The future welfare of our community, state and nation depends upon the quality of education we provide in the public charter school.
- In order to maintain a free and strong country, our civic obligation to the community, state and nation is to maintain free and strong public schools in the United States of America, without surrendering our responsibilities to any other person, group or organization.
- Boards of school directors share responsibility for ensuring a "thorough and efficient system of public education" as required by the Mississippi Constitution of 1890; Section 2541 of Mississippi Code Annotated §§25-4-101 et seq. (1972).
- Our fellow residents have entrusted us with the advocacy for and stewardship of the education of the youth of our community.
- The public expects our first and greatest priority to provide equitable educational opportunities for all youth.

Accordingly,
- The community should be provided with information about its schools and be engaged by the board and staff to encourage input and support for the charter school(s).
- Devoting time, thought and study to our duties and responsibilities as school board members is critical for rendering effective and credible service.
- Board members should work together in a spirit of harmony, respect and cooperation.
Despite differences of opinion.

* Personal decisions should be based upon all sufficient facts, we should vote our honest conviction without partisan bias, and we will abide by and uphold the majority decision of the board.
* Individuals have no legal authority outside the meetings of the board, and should conduct their relationships with all stakeholders and media on this basis.
* We will not use our positions as school board members to benefit ourselves or any individual or agency.
* School boards must balance their responsibility to provide educational programs with the need to be effective stewards of public resources.
* We should recognize that the primary responsibility of the board is to adopt policies by which the school is to administer.
* We should respect that the executive director and school principal and their staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
* Communication with all stakeholders and the media should be conducted in accordance with board policy.

To promote student growth and achievement the charter school, all board members will comply with this code of ethics by operating within the following capacities:

**Advocates for a thorough and efficient system of public education by:**

a. Promoting public education as a keystone of democracy.

b. Engaging and promoting community support by seeking input, building support networks and generating action.

c. Allocating resources in a manner designed to facilitate student achievement consistent with school’s goals and plans.

d. Maintaining legislative awareness and communicating with members of local, state and federal legislative bodies.

e. Ensuring strong management of the school by hiring, setting goals with and evaluating the executive director.

f. Employing qualified staff to meet student and program needs.

**Models responsible governance and leadership by:**

a. Remaining current with changing needs and requirements by reviewing educational literature, attending professional development opportunities prior to board service and continuously during board service, and preparing to make informed decisions.

b. Interacting with school officials in other districts and using resources provided by organizations and agencies committed to effective governance and management of public charter schools.

c. Leading with respect and taking full responsibility for board activity and behavior.

d. Engaging all community stakeholders.

e. Complying with board policy and all applicable local, state and federal laws and regulations.

f. Operating as a collective board in making decisions.
g. Participating in annual board retreats.

Governs through policy by:
  a. Seeking input from stakeholders and following an established procedure for consideration.
  b. Regularly reviewing and, as necessary, revising and adopting board policy.
  c. Delegating to the executive director responsibility for implementation of board policy.
  d. Ensuring public access to adopted board policy.
  e. Purposefully linking its actions to applicable board policies.

Ensures that effective planning occurs by:
  a. Adopting and implementing a collaborative strategic planning process, including regular reviews.
  b. Setting annual goals that are aligned with the strategic plan.
  c. Linking board actions to the strategic plan.
  d. Adopting a financial plan that considers short-term and long-term needs.
  e. Adopting professional development plans for board and staff.
  f. Adopting a plan to ensure evaluation of student growth and achievement using relevant data.
  g. Adopting a master facilities plan conducive to teaching and learning.
  h. Adopting a plan for curriculum review and development.

Monitors results by:
  a. Using data appropriately to make informed decisions.
  b. Ensuring effective practices for evaluation of staff, programs, plans and services.
  d. Assessing student growth and achievement.
  e. Evaluating the effectiveness of the strategic plan.

Communicates with and engages the community by:
  a. Distributing relevant information about the district.
  b. Providing methods of communication to the board and appropriate staff.
  c. Seeking input through a variety of methods.
  d. Including stakeholders in all communications.

Standard No. 1

Board members shall not engage in activities that harm the organization, students, or profession.

Guidelines
  a. Members shall subscribe to and become advocates for the mission and goals of the organization.
  b. Members shall conduct their personal and professional lives recognizing that their actions represent the organizations by which they represent.
  c. Members shall respect the wishes and needs of constituents, and do nothing that would
negatively impact their social, professional, or economic wellbeing.

Examples of Unethical Practices
1. Conveying false or exaggerated information.
2. Neglecting to complete a transaction involving a contribution or pledge as promised.
3. Ignoring unethical practices of others and not reporting same to organizational leadership or appropriate authorities.
4. Making public comments that are derogatory about leadership or organizational activities.

Standard No. 2
Board members shall not engage in activities that conflict with their fiduciary, ethical, and legal obligations to their organizations and their clients.

Guidelines
a. Board members shall take care to assure that all legally binding gift planning obligations they propose are prepared or approved by qualified legal counsel.
b. Board members shall urge their clients to seek independent, qualified counsel in regard to any legal or fiduciary obligation that a member proposes.
c. Board members shall make every reasonable effort to assure that their organization’s fiduciary obligations are held to the highest ethical standards and conform to applicable law.
d. Board members shall make every reasonable effort to assure that third party organizations that are appointed to carry out fiduciary obligations on behalf of the school are held to the highest ethical standards.

Examples of Unethical Practices
1. Failing to seek legal counsel in the drafting of legal contracts that are proposed to others.
2. Failing to urge others to seek independent legal and/or professional tax counsel in regard to planned giving arrangements.
3. Ignoring known illegal practices of the member’s organization.
4. Encouraging others to engage in unethical or illegal transactions.

Standard No. 3
Board members shall effectively disclose all potential and actual conflicts of interest; such disclosure does not preclude or imply ethical impropriety.

Guidelines
a. Board members establish a clear understanding between themselves and the organization regarding the extent to which members are permitted to engage in outside business ventures.
b. Board members disclose if they or a member of their immediate family have a material interest in a current or potential vendor’s firm.
c. Board members disclose any formal relationship they may have with a firm, including relationships formed with that firm through previous employment.
d. Board members encourage the organization to adopt policies on conflict of interest.
e. Board members understand that effective disclosure includes the sharing of sufficient information to adequately explain the facts so that persons or entities that might be affected by such possible conflicts of interest can make informed decisions.
f. Board members understand the provisions of the IRS "Intermediate Sanctions" regulations in the U.S., or their equivalent in other countries, that apply to persons associated with nonprofit organizations that might also benefit from business or commercial arrangements with the charter school.

Example of Unethical Practices
1. Holding an ownership interest in a vendor firm that provides products to the organization without reporting such interest to the charter school board leadership.

Standard No. 4
Board members shall not exploit any relationship with a donor, prospect, volunteer, or employee for the benefit of the member or the member’s organization.

Guidelines
a. Exploitation in this context includes:
   1) Taking advantage of or making use of, another person for one's own ends;
   2) Encouraging another person to take action that is to the person's disadvantage or to the disadvantage of that person's family; and,

b. Encouraging another person to action that would seem, to the reasonable person, contrary to the best interest(s) of the person so encouraged.

Examples of Unethical Practices
1. Influencing a donor, prospect, volunteer or employee to arrange his or her affairs so that the board member may personally benefit.
2. Manipulating a donor, prospect, volunteer, or employee who is vulnerable because of age, handicap, infirmity, illness or emotional or physical impairment or dependence to arrange his or her affairs so that the board member or member's organization becomes a beneficiary of the individual's estate or financial support plans.
3. Assuming the role of personal friend, confidant or caretaker in order to influence an individual to include the member or the member's organization in the individual's estate or financial support plans.
4. Accepting a gift of more than token value from a donor or financial supporter who became known to the board member as a consequence of a member's current or past employment.
5. Accepting a bequest from a donor who became known to the member as a consequence of their current or previous employment.
6. Using, or threatening to use, information detrimental to any person to coerce someone into any action that the individual would not otherwise willingly undertake.
7. Using, or threatening to use, status, position or power to coerce someone into any action
that the individual would not otherwise willingly undertake.

8. Failing to provide on a regular basis, but not less than annually, information to donors who have made an open-ended pledge payable through electronic funds transfer, preauthorized checking, or similar program, which information discloses the status of the pledge and the procedure to change or cancel the obligation.

Standard No. 5
Board members shall comply with all applicable local, state, provincial, and federal civil and criminal laws.

Guidelines
a. Board members recognize that compliance with applicable laws and regulations is a clear standard. Nevertheless, laws regarding fundraising are proliferating, and ethical practitioners, remembering the admonition that ignorance of the law is no excuse, must be alert to new laws.
b. Members consult the legal counsel involved with their own organizations. Most nonprofit organizations have access to legal counsel, either paid or volunteer.

Examples of Unethical Behavior
1. Having knowledge of a law or regulation, knowing the charter school is not in compliance, and choosing to ignore possible remedial action.
2. Completing reports that are a part of regulatory requirements inaccurately or in such a way as to distort revenues and expenditures.
3. Having knowledge of legal requirements for vendor selection practices and failing to comply.

Standard No. 6
Board members shall protect the confidentiality of all privileged information relating to the school, school staff and student information.

Guidelines
a. Ensuring that all legal requirements concerning privacy, confidentiality and privileged information concerning the school, school staff and student information, as well as these ethical standards, are adhered to.
b. Board members are organizationally required by the code, to ensure that employees uphold these standards.
c. Board members are expected to adopt and operate within the written policies governing confidentiality of privileged information.

Examples of Unethical Behavior
1. Using privileged information for purposes other than those specified by law or explicitly approved by the protected party.
2. Failing to take reasonable steps within a member's control to protect privileged
information from unauthorized use or disclosure.
3. Failing to comply with the confidentiality standards set forth by this code while adhering to the strict reading of applicable law.

Standard No. 7
Board members shall take care to ensure that funds raised through contributions and fundraising events are used in accordance with the predetermined intentions.

Guidelines
a. Board members ensure that proper documentation outlining the intention and expectation of the raised funds or donation(s) is provided to all appropriate persons and organizations. This documentation, including copies of all relevant supporting materials, is made a permanent part of the records of such.
b. Board members ensure that contributions are used if and as specified by the donor. If a donor indicates a use that is inappropriate, the board member will confer with the donor to determine an appropriate use that is in keeping with the donor’s wishes and the charter school’s mission. In the event that no mutually satisfactory use can be determined, the board member will offer to return the donation on behalf of the organization.
c. Board members review documentation outlined in guideline ‘a.’ above on a regular basis to ensure that those responsible for administering contributed funds, continue to adhere to the donor’s intentions.

Examples of Unethical Behavior
1. Deciding to change an endowed annual lecture series to biannual, and using the funds in the interim year for travel by board members to an annual meeting.
2. Accepting a contribution for a specific use, then subsequently eliminating that program and using those funds for another program within the organization without obtaining the consent of the donor.
3. Borrowing from restricted funds for purposes other than the restricted purposes.
4. Diverting into the general operating budget funds intended to cover administrative costs for the program covered by a restricted contribution.
5. Using contributed funds remaining as surplus after the restriction has been fulfilled/expired without the written consent of the donor.

Standard No. 8
Board members shall not accept compensation or enter into a contract that is based on a percentage of contributions; nor shall members accept finder’s fees or contingent fees. Business board members must refrain from receiving compensation from third parties derived from products or services for a client without disclosing that third-party compensation to the client.

Guidelines
a. Board members recognize that fundraising is a continuing practice in which present
funds received may be the results of efforts of others in previous years, and, likewise, current fundraising activities may result in future funds.

b. Board members must not seek, pay, or accept, percentage-based compensation or commissions for obtaining philanthropic funds.

c. Board members who offer services as proposal writers must not receive compensation calculated on a percentage of funds sought or raised (e.g., a member who drafts a grant proposal cannot receive a percentage of that grant if it is awarded).

d. Board members must disclose fully any fees deriving from a third party vendor as a result of the referral of a client if there is a discount for the business member because of the charity aspect of the transaction.

Examples of Unethical Behavior

1. Accepting percentage-based compensation because an organization lacks sufficient budget, with the expectation that such will be converted to salary or fee when funds are available.

2. Disguising compensation as salary, fee or bonus when it is, in truth, a percentage of funds raised.

3. Accepting a compensation package in which a part is salary or fee and the balance is to be made up of a percentage of the funds to be raised.

4. As a business board member, failing to disclose to a client's compensation received from a third party through the provision of services to that client if the discount was made because the charter school was involved.

Other actions that would trigger the removal of a board member from the charter school board would include but are not limited to the following:

1. Use the organization for their personal advantage or that of my friends or relatives.

2. Discuss the confidential proceedings of the board outside the boardroom.

3. Promises on how one will vote on any issue before a meeting.

4. Interference of the duties of the school's executive staff or undermine his/her authority with staff members.

5. Criticizing fellow board members or their opinions in or outside of the boardroom.

6. Board member dishonesty to include any illegal acts.

7. Board malfeasance and/or misconduct.

8. Lack of governance or lack of responsibility toward their board-appointed duties.

9. Misappropriation of school anticipated funds.

10. Violation of this ethics policy or any future ethics policies relative to the charter school.

Any board member found to be acting unethically or not in the best interest of the school can be recommended for a hearing or dismissal from the school board by the filing of a complaint by another member of the board. The board member whom the complaint was/is filed against will have the right to a hearing by the board relative to the charges brought against them by another board member. Once a complaint has been filed against a board member the following steps would be taken to resolve the issue:

a) Notice of Complaint: Notice of the complaint against a board member shall be
communicated to the board member against whom the complaint has been made by the Board Chairman.

b) **Opportunity to be Heard:** The board member against whom a complaint has been made shall have 5 working days to notify the Board Chairman of his/her desire to be heard regarding the complaint.

c) **Appointing of a Board Committee:** Upon receiving a written complaint, the Board Chairman shall appoint a board governance committee of no less than 3 members and not more than 5 members to hear the issues regarding the complaint.

d) **Committee Recommendation:** When the board committee has heard the evidence regarding the complaint, the Committee shall render a report and recommendation, based upon its finding of facts, to the full school board.

e) **Board of Director's Decision:** The board shall deliberate and discuss the issues and render a decision regarding whether the board member shall be recommended for dismissal from the board.

f) **Notice to Appointing Bodies:** The final decision of the Board of Directors regarding the recommendation for dismissal shall be communicated by the Board Secretary in writing to the appointing body.

Subject to Statutory Laws of Mississippi, this ethics policy shall be subject to the laws of the State of Mississippi, and any provisions of the policy that is found to be in violation of said state law shall be null and void.

The school board has established a governance committee who will be responsible for the removal process of board members. Any Director may resign by delivering a written resignation to the Chairman or Secretary of the school board at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new directors, the school board formally encourages directors intending to resign or to decline nomination to provide at least 30 days advance written notice of the same time. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors. Any Director may be removed from office by an affirmative vote of a majority of the Directors in office.

Board members are required to attend all or a majority of monthly board meetings unless a reason of family illness or meeting scheduling conflict should occur. NOTE: All board and/or committee member meetings must have a majority of members present in order to form a quorum. The board secretary will maintain attendance of all members attending regular and committee meetings.

If a board member misses 3 consecutive board meetings without informing the board secretary of the absence, then the Director will be considered to have abandoned the board position and a new Director will be elected to the position.

The Board of Directors at their annual meeting, which shall take place on the third Friday of month of June shall fix the number of Board Directors, which shall be no less than five nor more than nine individuals (excluding ex-officio and honorary members). The Board of Directors may include, but not limited to a parent/guardian representative, interested members
of the community, a faculty representative, Executive Director, and the School’s Principal. The Executive Director, the school Principal, the faculty representative, and the parent representative, respectively, shall serve as ex-officio members without power to vote.

**Board Member Code of Ethics Policy Affirmation Signature Page**

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School Board Membership Conflict of Interest Policy

Purpose - Public Charter Schools are subject to the provisions of Mississippi Code of 1972, Section 25-4-101 through 25-4-119 regarding conflicts of interest. Truth Academy STEAM Charter School Board seeks, through the adoption of this policy, to assure that the judgment of its board members, officers and employees will be guided by a policy that defines and prohibits inappropriate conflicts and requires disclosure of economic interests, as defined through local and state conflict of interest practices.

Areas of Regulation - State and Local Government Conflict of Interests establishes five principal areas of regulation applicable to board members, officers, and employees of the Truth Academy STEAM Charter School. These areas are as follows:

1. Special anti-nepotism rules relating to School Board members or Executive Directors of charter schools.
2. General rules governing public conduct by School Board members regarding acceptance of gifts and favors.
3. Prohibited conduct regarding contracts.
4. Required conduct regarding transactions.
5. Disclosure required from school board members.

Definitions

"Advisory agency" means any board, commission, committee, or post, which does not exercise any sovereign power or duty, but is appointed by a governmental agency or officer or is created by law for the purpose of making studies or recommendations, or advising or consulting with a government agency.

"Affiliated business entity relationship" means a relationship, other than a parent-subsidiary relationship, that exists when:

a. one business entity has a controlling ownership interest in the other business entity,
b. a controlling owner in one entity is also controlling owner in the other entity, or
c. there is shared management or control between the business entities.

Factors that may be considered in determining the existence of an affiliated business entity relationship include that the same person or substantially the same person owns or manages the two entities, there are common or commingled funds or assets, the business entities share the use of the same offices or employees, or otherwise share activities, resources or personnel on a regular basis, or there is otherwise a close working relationship between the entities.

"Business" means any individual or entity carrying on a business or profession, whether or not for profit.

"Contract" means any agreement to which a governmental agency is a party, or any agreement on behalf of a governmental agency which involves the payment of money appropriated by the General Assembly or political subdivision, whether or not such agreement is executed in the name of the Commonwealth, or some political subdivision of it.
"Dependent" means a son, daughter, father, mother, brother, sister or other person, whether or not related by blood or marriage, if such person receives from the officer or employee, or provides to the officer or employee, more than one-half of his financial support.

"Employee" means all persons employed by a governmental or advisory agency.

"Financial institution" means any bank, trust company, savings institution, industrial loan association, consumer finance company, credit union, broker-dealer, or investment company or advisor registered under the federal Investment Advisors Act or Investment Company Act of 1940.

"Gift" means any gratuity, favor, discount, entertainment, hospitality, loan forbearance, other item having monetary value. It includes services as well as gifts of transportation, local travel, lodging, and meals, whether provided in-kind, by purchase of a ticket, payment in advance or reimbursement after the expense has been incurred. "Gift" does not include any offer of a ticket or other admission or pass unless the ticket, admission, or pass is used. "Gift" does not include honorary degrees and presents from relatives. For the purpose of this definition, "relative" means the donee's spouse, child, uncle, aunt, niece, or nephew; a person to whom the donee is engaged to be married; the donee's or his spouse's parent, grandparent, grandchild, brother, or sister; or the donee's brother's or sister's spouse.

"Governmental agency" means each component part of the legislative, executive or judicial branches of state and local government, including each office, department, authority, post, commission, committee, and each institution or board created by law to exercise some regulatory or sovereign power or duty as distinguished from purely advisory powers or duties. Corporations organized or controlled by the Mississippi Retirement System are "governmental agencies" for purposes of this policy.

"Immediate family" means (i) a spouse and (ii) any other person residing in the same household as the officer or employee, who is a dependent of the officer or employee or of whom the officer or employee is a dependent.

"Officer" means any person appointed or elected to any governmental or advisory agency including local School Boards, whether or not he receives compensation or other emolument of office.

"Parent-subsidiary relationship" means a relationship that exists when one corporation directly or indirectly owns shares possessing more than 50 percent of the voting power of another corporation.

"Personal interest" means a financial benefit or liability accruing to an officer or employee or to a member of his immediate family. Such interest shall exist by reason of:
   a. ownership in a business if the ownership interest exceeds three percent of the total equity of the business;
   b. annual income that exceeds, or may reasonably be anticipated to exceed, $10,000 from ownership in real or personal property or a business;
c. salary, other compensation, fringe benefits, or benefits from the use of property, or any combination, paid or provided by a business that exceeds, or may reasonably be anticipated to exceed $10,000 annually;
d. ownership of real or personal property if the interest exceeds $10,000 in value and excluding ownership in a business, income or salary, other compensation, fringe benefits or benefits from the use of property;
e. personal liability incurred or assumed on behalf of a business if the liability exceeds three percent of the asset value of the business; or
f. an option for ownership of a business or real or personal property if the ownership interest will consist of (a) or (d) above.

"Personal interest in a contract" means a personal interest which an officer or employee has in a contract with a governmental agency, whether due to his being a party to the contract or due to a personal interest in a business, which is a party to the contract.

"Personal interest in a transaction" means a personal interest of an officer or employee in any matter considered by his agency. Such personal interest exists when an officer or employee or a member of his immediate family has a personal interest in property or a business, or governmental agency, or represents or provides services to any individual or business and such property, business, or represented or served individual or business is the subject of the transaction or may realize a reasonable foreseeable direct or indirect benefit or detriment as a result of the action of the agency considering the transaction.

Notwithstanding the foregoing, such personal interest in a transaction shall not be deemed to exist where and elected member of a local governing body serves without remuneration as a member of the board of trustees of a not-for-profit entity and such elected member or member of his immediate family has no personal interest related to the not-for-profit entity.

"Transaction" means any matter considered by any governmental or advisory agency, whether in a committee, subcommittee, or other entity of that agency or before the agency itself on which official action is taken or contemplated.

Special Anti-Nepotism Rules Relating to School Board members and the Executive Director
The School Board may not employ or pay, and the Executive Director may not recommend for employment, the father, mother, brother, sister, spouse, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law of the Executive Director or of a School Board Member. This provision shall not be construed to prohibit the employment, promotion, or transfer within the school, of any person within a relationship, described above when such person:

* Has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the taking of office of any member of the Board or Executive Director; or
* Has been employed pursuant to a written contract with the School Board or employed as a substitute teacher or teacher's aide by the School Board prior to the inception of such relationship; or
A person employed as a substitute teacher may not be employed to any greater extent than he was employed by the School Board in the last full school year prior to the taking of office of such board member or executive director or to the inception of such relationship.

No family member (as listed in the "Special Anti-Nepotism" section above) of any employee may be employed by the School Board if the family member is to be employed in a direct supervisory and/or administrative relationship either supervisory or subordinate to the employee. The employment and assignment of family members in the same organizational unit shall be discouraged.

General Rules Governing Public Conduct by School Board Members Regarding Gifts and Favors

Prohibited Conduct
1. Neither the School Board collectively, nor any member of the Board shall:
   a. Solicit or accept money, or anything else of value, for services performed within the scope of his or her official duties other than his or her regular compensation, expenses or other remuneration;
   b. Offer or accept money, or anything else of value, for or in consideration of obtaining employment, appointment, or promotion in the school division;
   c. Offer or accept any money or anything else of value for or in consideration of the use of his public position to obtain a contract for any person or business with the school.
   d. Use for his or her own economic benefit, or anyone else's, confidential information gained by reason of his or her office, and which is not available to the public;
   e. Accept any money, loan, gift, favor or service that might reasonably tend to influence the discharge of duties;
   f. Accept any business or professional opportunity where the member knows or should know that there is a reasonable likelihood that the opportunity is being offered with intent to influence his or her conduct in the performance of official duties.

2. Nothing herein shall be construed to prohibit or apply to the acceptance by a teacher or other employee of Truth Academy STEAM Charter School of an award or payment in honor or of meritorious or exceptional services performed by the teacher or employee and made by an organization exempt from federal income taxation pursuant to the provisions of Section 501 (c)(3) of the Internal Revenue Code.

Prohibited Conduct Regarding Contracts
1. No School Board member shall have a personal interest in
   a. any contract with the School Board or
   b. any contract with any government agency which is subject to the ultimate control of the School Board;
2. **Exceptions—**The above prohibition shall not be applicable to:
   a. A Board member's personal interest in a contract of employment provided the employment first began prior to the member becoming a member of the School Board;
   b. Contracts for the sale by a governmental agency of services or goods at uniform prices available to the general public;
   c. A contract awarded to a member of the School Board as a result of competitive sealed bidding where the School Board has established a need for the same or substantially similar goods through purchases prior to the member serving on the School Board. However, the member shall have no involvement in the preparation of the specifications for such contract, and the remaining members of the School Board, by written resolution, shall state that it is in the public interest for the member to bid on such contract;
   d. The sale, lease or exchange of real property between an officer or employee and a governmental agency, provided the officer or employee does not participate in any way as such officer or employee in such sale, lease or exchange, and this fact is set forth as a matter of public record by the governing body of the governmental agency or by the administrative head thereof;
   e. The publication of official notices;
   f. Contracts between the government or School Board of a town or city with a population of less than $10,000 and an officer or employee of that town or city government or School Board when the total of such contracts between government or School Board or a business controlled by results from contracts arising from awards made on a sealed bid basis, and such officer or employee has made prior written disclosure;
   g. An officer or employee whose sole personal interest in a contract with the governmental agency is by reason of income from the contracting firm or governmental agency in excess of $10,000 per year, provided the officer employee or a member of his immediate family does not participate and has no authority to participate in the procurement or letting of such contract or on behalf of the contracting firm and the officer or employee either does not have authority to participate in the procurement or letting of the contract on behalf of his governmental agency or he disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating the contract or in approving the contract;
   h. Contracts between an officer's or employee's governmental agency and a public service utilities in which the officer or employee has a personal interest provided the officer or employee disqualifies himself as a matter of public record and does not participate on behalf of his governmental agency in negotiating or approving the contract;
i. Contracts for the purchase of goods or services when the contract does not exceed $500;

j. Grants or other payment under any program wherein uniform rates for, or the amounts paid to, all qualified applicants are established solely by the administering governmental agency; or

k. An officer or employee whose sole personal interest in a contract with his own governmental agency is by reason of his marriage to his spouse who is employed by the same agency, if the spouse was employed by such agency for five or more years prior to marrying such officer or employee;

l. The employment by the same governmental agency of an officer or employee and spouse or any other relative residing in the same household shall not be deemed to create a material financial interest except when one of the persons is employed in a direct supervisory and/or administrative position with respect to the spouse or other relative residing in his household and the annual salary of subordinate is $22,500 or more.

Prohibited Conduct Regarding Transactions

1. Each School Board member and school board employee who has a personal interest in a transaction:
   a. Shall disqualify himself from participating in the transaction if
   b. The transaction has application solely to property or a business or governmental agency in which he has a personal interest or a business that has a parent-, subsidiary or affiliated business entity relationship with the business in which he has a personal interest, or;
   c. He is unable to participate pursuant to the “Prohibited Conduct” subdivision b, c, or d of this policy.
   d. Any disqualification under this subsection shall be recorded in the School Board’s public records. The School Board member or employee shall disclose his personal interests as required by state law and shall not vote or in any manner act on behalf of the School Board in the transaction. The member or employee shall not:
      * attend any portion of a closed meeting when the matter in which he has a personal interest is discussed; or
      * discuss the matter in which he has a personal interest with other governmental officers or employees at any time.
      * May participate in the transaction if he is a member of a business, profession, occupation, or group, of three or more persons, the members of which are affected
      * by the transaction, and he complies with the declaration requirements as outlined in this policy;
      * May participate in the transaction when a part to the transaction is a client of his firm if he does not personally represent or provide services to such client and he complies with the declaration requirements as outlined in this policy;
Attachment 12b Code of Ethics and Conflict of Interest Policies

* May participate in the transaction if it affects the public generally, even though his personal interest, as a member of the public, may also be affected by that transaction.

2. Disqualification under this section shall not prevent any employee having a personal interest in a transaction in which his employer is involved from representing himself or a member of his immediate family in such transaction provided he does not receive compensation for such representation and provided he complies with the disqualification and relevant disclosure of this policy.

3. If disqualification under subsection 1. a. of this section leaves less than the number required by law to act, the remaining member or members of the board shall constitute a quorum for the conduct of business and have authority to act for the board by majority vote unless a unanimous vote of all members is required by law, in which case authority to act shall require a unanimous vote of remaining members.

4. The provisions of this section shall not prevent a board member or employee from participating in a transaction merely because such a board member or employee is a defendant in a civil legal proceeding concerning such transaction.

Disclosure Requirements for School Board Members

School Board Members will file, as a condition of assuming office, a disclosure statement of their personal interests and other information, and shall thereafter file such statement annually on or before June 15.

1. Any Board Member or employee who is disqualified from participating in a transaction under the section entitled, “Prohibited Conduct Regarding Transactions” section (1. a) of this policy, or otherwise elects to disqualify himself, shall forthwith make disclosure of the existence of his interest, including the full name and address of the business and the address or parcel number for the real estate if the interest involves a business or real estate and such disclosure shall be reflected in the School Board’s public records and will remain on file for a period of five (5) years.

2. Any Board member or employee who is required to disclose his interest under the section entitled, “Prohibited Conduct Regarding Transactions” (1. b) of this policy shall declare his interest by stating:
   a. the transaction involved,
   b. the nature of the board member’s or employee’s personal interest affected by the transaction,
   c. that he is a member of a business, profession, occupation, or group the members of which are affected by the transaction, and
   d. that he is able to participate in the transaction fairly, objectively, and in the public interest.

3. The Board member or employee shall either make his declaration orally to be recorded in written minutes of the board or file a signed written declaration with the secretary of the
Board, who shall, in either case, retain and make available for public inspection such declaration for a period of five years from the date of recording or receipt. If reasonable time is not available to comply with the provisions of this subsection prior to participation in the transaction, the Board member or employee shall prepare and file the required declaration by the end of the next business day. The board member or employee shall also orally disclose the existence of the interest during each School Board meeting at which the transaction discussed and such disclosure shall be recorded in the minutes of the meeting.

4. A board member or employee who is required to declare his interest pursuant to subdivision, entitled "Prohibited Conduct Regarding Transactions" (1.c) of this policy shall declare his interest by stating:
   a. the transaction involved,
   b. that a party to the transaction is a client of his firm,
   c. that he does not personally represent or provide services to the client, and
   d. that he is able to participate in the transaction fairly, objectively, and in the public interest.

Name ____________________________________________ Signature ____________________________

(Print)

Position ____________________________ Date ____________________________

Truth Academy STEAM Charter School
School Board Member
Personal Interest Disclosure

Please provide your contact information in the space below:
Your Name: 
School Name: 
Your Address: 
City, State ZIP: 

Preferred
Home number: 
Work number: 
Cell number: 
Email: 

Instructions: Please complete the following questions.

Please circle one

1. Are you a citizen of the United States?  Yes  No

2. Are you a Mississippi resident?  Yes  No

If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet. Clearly label the explanation with the number of the corresponding question.

3. Are you a public employee?  Yes  No

4. Do you have law enforcement authority?  Yes  No

5. Do you or any immediate family members have any contractual agreements with the school?  Yes  No

6. Do or will you or any immediate family members have any ownership interest or derive any income or other consideration from the school, or any other company contracting with, providing service to, or otherwise associated with the school?  Yes  No
7. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the school or any other company contracting or providing service to the school?
   Yes  No

8. Do or will you or any immediate family members be leasing or selling any real property to the school?
   Yes  No

9. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the school or any other company contracting or providing service to the school?
   Yes  No

10. Are or will you or any immediate family members be employed at the school or any other company contracting or providing service to the school?
    Yes  No

11. Do or will you or any immediate family members be selling any supplies, materials, equipment, services, or other personal property directly or indirectly to the school or any other company contracting with the school?
    Yes  No

12. Are you or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or any other company, organization or agency funding projects, goods or service to the school?
    Yes  No

13. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to $250 or 5% or more of the contract costs to the school, or the financial interest amounts to $5000.00 or more in any corporation, partnership, association or joint venture involving the school?
    Yes  No
14. Do you or an immediate family member have a close personal relationship with the school or any individual(s) associated with the school?
   Yes  No

15. Do you or an immediate family member know any individual(s) or entity that does or plans in the next year to engage in business or any exchange of services with the school?
   Yes  No

16. Other than the school board position, do you currently serve as a public official?
   Yes  No

17. Other than this school board, do you currently serve on any other school board?
   Yes  No

18. Other than this school board, do you currently serve any other boards, group or corporation that has an ownership interest or believes it has the right to control or have input on actions you would take or votes you would cast as a member of the school board?
   Yes  No

19. Do you foresee any potential ethical or legal conflicts of interest if you continue to serve on the school board?
   Yes  No

20. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to discharge the duties of your office in an independent manner?
   Yes  No

If needed, please attach an additional sheet to provide an explanation for answers given above. Clearly label the explanation with the number of the corresponding question.
Certification

I recognize that all information submitted in 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 school, 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 agree to notify the school board of any change that may create a conflict of interest. Further, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

<table>
<thead>
<tr>
<th>Board member NAME (please print)</th>
<th>Board member SIGNATURE</th>
<th>Date</th>
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ROLE OF MANAGEMENT

On the first day of employment, the immediate supervisor, human resources office, or other designee should discuss, at a minimum, the following topics with the employee:

1. Working hours;
2. Breaks and lunch periods;
3. Location of facilities;
   a. Restrooms
   b. Lunch and break areas
4. Health and safety considerations;
   a. Physical safety procedures
   b. Fire escapes
   c. Exits (layout of building/floor plans)
   d. Procedures for fire drills
   e. Location of first aid kits
   f. Procedures for reporting fires, bomb threats, or other emergencies. A small card listing emergency numbers and other critical data that the employee can affix to the desk of work surface is helpful.
5. Paydays and the method of payment;
6. Location of the work area, if unclear in the job context;
7. Information on when, where, and how formal organizational orientation is conducted;
8. Leave accrual, use of leave, and reporting time;
9. Reporting absences and requesting leave, including specific notification procedures and contact information in case of illness, tardiness, etc.;
10. Information on parking, bus stops, car pooling, etc.;
11. Operation of the phone system;
   a. How to answer the phone in that particular work area
   b. How to transfer calls
   c. How to set up and utilize voice mail, if applicable
   d. Rules for receiving and making personal calls
   e. How to be reached in case of an emergency
12. Procedures for obtaining supplies and other equipment;
13. Basic security requirements and procedures for handling confidential material and/or information so that the employee does not incur a violation; and
14. Dress code and behavior specific to that department or office.

Within the first week of employment, the immediate supervisor, human resources office, or other designee (representative) should discuss with the employee the New Employee Checklist. The representative should ensure that the employee is given adequate time to gain a clear understanding of the information and ask questions. When complete, the representative shall place the signed document in the employee’s personnel file. Also, the representative should discuss key procedures, make introductions to co-workers, and offer some basic on-the-job training. In some instances, a physical walk-through helps give the employee an overall framework of the organization. Having names, phone numbers, and other critical information, typed on a card for the employee is also helpful.
Successful On-boarding
In addition to going over the basic information outlined on the attached New Employee Checklist, a complete orientation will require that department-specific information with the new employee is shared. Information might include an organizational chart, a brief overview of the department, the department’s mission statement, and an office telephone directory. All written material (employee handbook, booklets for insurance, retirement, flexible benefits, deferred compensation, etc.) will be shared. Also during on-boarding, the new employee will be made aware of all required timeframes for completing the enrollment process for the various benefits.

A follow-up meeting will be held the second week of employment to answer questions and complete any required paperwork. A thirty-day follow-up meeting will help identify and resolve any areas of concern for the employee or the supervisor.

The information in this draft was taken from the Mississippi Department of Human Resources Employee Handbook to serve as a guide during the employee’s orientation period. The immediate supervisor, human resources office, or other designee may use this handbook to guide discussions on topics ranging from the employee’s compensation, benefits, and state employment practices to health and safety information. In addition, the handbook provides information pertaining to management’s expectations for an employee’s conduct, including information on the disciplinary process and the appeal procedures. The information in this handbook serves as an effective reference manual throughout the employee’s career with state government.

COMPENSATION

Pay Periods
Paydays for (TASCS) Academy STEAM Charter School employees will occur bi-weekly. Employees will receive their pay by direct deposit to their personal bank accounts. The paycheck information shows payment for the previous work period rather than the period just completed. Payday deposits will always post to employees’ bank accounts on Fridays, irrespective of weekends or holidays.

Direct Deposit
Direct deposit is a requirement of employment. With direct deposit, employee pay is automatically deposited into employee bank accounts in any financial institution that is a member of the Federal Reserve Network. It takes approximately two (2) pay periods to set up direct deposit. Until such time, a paper check is given directly to the employee. Employee must sign a "paycheck receipt" form to acknowledge receipt of their payroll check. An employee may elect to have their paper check mailed to their current address on file. For additional information about direct deposit, consult the human resources/payroll office.

Deductions
Some deductions from the pay are mandatory, while others are voluntary. Mandatory deductions include federal income tax (withholding) and social security contributions (FICA). The amount of federal income tax withheld from your gross earnings depends upon employee salary and how many dependents the employee chooses to claim each year. FICA is deducted from the gross
salary at a fixed rate. Voluntary deductions requiring the employee’s authorization include health, dental, accident and life insurance premiums, deferred compensation, donations to the Mississippi Employees Charitable Campaign, flexible benefits, and other state approved special deductions. Employee deductions for insurance premiums are determined by the coverage selected by the employee. The amount of other deductions depends upon the commitment the employee wishes to make.

Overtime
Additional compensation may be paid to certain state employees who work in excess of regularly scheduled hours. Approval to work overtime must be at the direction of the appropriate manager. Certain classifications are entitled to additional compensation for work in excess of regular scheduled hours, as follows:

1) Executive Level Personnel
   Executive level employees as defined by the Rules of the Mississippi Department of Human Resources, are not eligible to receive compensation for hours worked beyond their regular schedule. However, if an executive level employee is scheduled to work on a legal holiday, the holiday may be rescheduled.

2) Exempt Personnel
   Employees who are exempt from the overtime pay requirements of the Fair Labor Standards Act (FLSA) are compensated for approved overtime worked with compensatory leave (i.e., time off instead of cash).

3) Non-Exempt Personnel
   Employees who are subject to the overtime requirement of the Fair Labor Standards Act (FLSA) are eligible to be compensated in cash for approved time actually worked in excess of their regular schedule for a workweek (i.e., the employee may request compensatory time instead of cash).

4) Exceptions
   Exceptions to this policy must be recommended by the appointing authority and approved in advance by the Commissioners of the Department of Human Resources and the Department of Finance and Administration. Such recommended exceptions must be consistent with state and federal law.

Compensatory Time
Compensatory time is leave credit earned by an exempt or non-exempt employee when compensable overtime hours are worked and are not compensated in cash. Compensatory time is accrued on a workweek basis. Compensatory time may be accrued up to a maximum balance of 480 hours overtime. Any compensatory time accrued in excess of 480 total hours or 240 hours of premium compensatory time will be paid in cash.

Use of Compensatory Time: The use of compensatory time is subject to the approval of the appointing authority or a designated manager in the same manner as annual leave. When an employee requests annual leave and compensatory leave is available, the compensatory leave shall be used first, unless the accumulated annual leave balance at the beginning of the pay period is within two (2) days of the maximum accrual rate for the employee’s service group code. If the employee is within the two (2) day maximum accrual rate, annual leave may
be used until the point the employee falls below the two (2) day maximum, at which point, the employee must begin using compensatory leave.

Transferability of Compensatory Time: Compensatory time earned is taken prior to the beginning of terminal leave, taken prior to separation if the employee has no terminal leave, or paid in a lump sum at separation at the discretion of the appointing authority.

Holiday Compensatory Time: An employee who is scheduled to work on a holiday will receive compensatory overtime on an hour-for-hour basis for time actually worked up to the number of hours scheduled on the day of the holiday.

Prior Service
Prior service may affect employee annual leave and/or sick leave accumulation. This leave ensures that the Mississippi Consolidated Retirement System (MCRS) staff and the human resources office are aware of your specific state or other related service. Employees may purchase prior service by paying the amount withdrawn plus interest compounded annually from the date of refund. There are several options available to purchase prior service. Employees may contact MCRS for specific information regarding this option or go to the MCRS website.

EMPLOYEE BENEFITS

Insurance
Truth Academy STEAM Charter School offers eligible employees a basic package of group health, term life, and accident insurance. Optional dental, term and universal life and accident coverage are also available. Employees pay 35 percent of their insurance premium for the basic package; the school contributes the remaining 65 percent. Employees pay the full premium for any optional coverage(s). Health insurance is available through a choice of providers, based on county of residence or work.

Retirement from state service offers excellent benefits. Full-time employees are automatically members of the Mississippi Consolidated Retirement System. Contributions made by the state ensure an income during retirement years. Additional information regarding retirement benefits may be obtained from TASCS human resources office or from the Mississippi Consolidated Retirement System.

Employees of the State of Mississippi are eligible to participate in two optional tax-deferred retirement savings plans operated by the state: a 457 plan and a 401(k) plan. Contributions to these plans are made through regular payroll deductions. Except under a few limited circumstances, salary set aside through these plans cannot be withdrawn before reaching age 59½ or separation from state service. Participants in either plan are permitted to direct their contributions among a variety of investment options.

The state will match an employee deferral 100 percent up to a $50.00 contribution by the employee. The minimum contribution is $20. The state match amount is subject to annual appropriation. The maximum amount of the employee deferral to each plan set by the IRS is currently the lower of 100 percent of salary or $16,500. In general, state employees who
participate in the 401(k) plan and who are eligible to participate in the Mississippi Consolidated Retirement System will be eligible to receive the match. Continuation of the match in future years is subject to funding in the state’s budget. Additional information about the Deferred Compensation plan can be attained at Treasury Department’s website.

**Sick Leave Bank**

The sick leave bank grants paid sick leave to members who are medically certified as unable to perform the duties of their jobs as a result of a personal illness, injury, accident, disability, medical condition, or quarantine and who have exhausted all their personal sick, compensatory and annual leave balances. The member employee must meet the criteria established by the sick leave bank trustees and have been in a “without pay” status for five (5) consecutive days. The enrollment period is August, September and October each year. To elect to participate, an employee must:

- be entitled to accrue sick leave pursuant to Mississippi Code § 37-7-307 (2013);
- have been employed by state government for twelve (12) full months immediately preceding application for participation;
- currently accrue leave; and
- have a sick leave balance of at least six (6) days as of October 31 of the current enrollment year in which applying for membership.

At the time of enrollment, the member employee will have the equivalent of four (4) days of sick leave deducted from the employee’s personal accumulation and donated to the sick leave bank. An annual contribution of one (1) sick leave day every October 1 after the first year of enrollment is required, although this may be waived by the Board of Directors in any year. A member of the sick leave bank shall be eligible to make application to the bank for sick leave on February 1 following enrollment. Applications for grants from the bank for pre-existing conditions will be denied until November 1 of the following year. Grants of sick leave from the bank will be denied to any member for the following:

- elective surgery;
- illness of any member of the participant’s family;
- while the member is earning or receiving income from other employment;
- during any period the member is receiving disability benefits from social security, or the state retirement plan; or
- the member is receiving workers’ compensation benefits, or any other employer provided benefits for job or service related injuries or illnesses.

Grants can be made in increments of up to thirty (30) consecutive workdays not to exceed the ninety (90) day maximum for any one personal illness, injury, accident, disability, medical condition, or quarantine, or a condition related to, resulting from, or recurring from a previously diagnosed condition for which the bank granted sick leave. Grants of sick leave from the bank shall not exceed ninety days within a twelve-month period. Sick leave used from the bank will not constitute creditable service for sick and annual leave accrual or for longevity purposes. An employee using sick leave from the bank is not eligible for holiday pay. An employee receiving grants of sick leave from the bank will be paid holiday pay as one of the regularly approved sick leave bank days. Donation of Sick Leave between State Employees may be done when an employee wants to donate a portion of their sick leave to eligible Sick Leave Bank members who
have exhausted all of their own sick, annual, and compensatory leave and all benefits available through the Sick Leave Bank. More on donated leave information may be attained from the TASCS human resources office.

Service Awards
Truth Academy STEAM Charter School follows a service award policy in accordance with the State of Mississippi's Service Awards Program (MS Code § 25-9-151 - 2013), which recognizes employees for their service to state government. Service awards are presented beginning with five years creditable service and at each increment of five (5) years thereafter. Beginning at thirty (30) years of service and above, employees receive a personalized plaque in addition to the award they select.

Employee Suggestion Award Program (ESAP)
Employees are eligible for either cash or honorary awards under the Employee Suggestion Award Program (MS Code § 25-9-134 - 2013). Cash awards are given for adopted suggestions that result in substantial savings or improvements in state operations. The maximum cash award is six percent of the first year's estimated savings, or ten thousand dollars ($10,000), whichever is less. However, the ESAP Board may increase the maximum amount of an award for a suggestion that results in extraordinary monetary savings for the school. The ESAP Coordinator for the school facilitates the evaluation of suggestions and distribution of information about the program.

Mississippi Employees Charitable Solicitation Campaign
Each year, employees are given an opportunity to participate in supporting worthy charitable efforts within the community. The Mississippi Employees Charitable Solicitations Campaign, which is codified as Miss. Code Ann. §§79-11-501 through 79-11-529, is the only charity drive conducted by state government. Participation is strictly voluntary. Contributions must be designated to a specific agency and are made by payroll deduction. Information regarding the Charitable Solicitations Act is available on the website for the Mississippi Department of Human Resources.

ATTENDANCE AND LEAVE
Hours of Work
The regular schedule for most employees is 8:00 a.m. to 4:30 p.m., Monday through Friday. Local conditions may cause these hours to vary, but an employee scheduled to work seven and one half (7.5) hours per day, Monday through Friday, is considered to be on a regular work schedule. The school may use an irregular work schedules and vary its work hours and workdays at the discretion of the TASCS Board of Directors. The governing board and the human resources committee will approve any full-time schedules other than thirty-seven and one half (37.5) hours per week.

Absence
If an employee must be late for work or absent because of illness or for an unforeseen circumstance, he/she must personally notify the Principal or Principal's designee as soon as possible by telephone. The Principal may designate a specific call-in time. When an employee has to be late or absent, it is important that he/she give the Principal maximum advance notice so
that replacement arrangements or work assignments can be made. The Principal will cooperate with the employee on these occasions if he/she will personally give as much advance notification as possible. However, excessive absenteeism is inappropriate. Remember that the Principal must account for and approve all employee absences.

Planning Periods (Preparation Time) & Rest Periods
The governing board feels that adequate time for planning is essential if teachers are to develop meaningful programs of creative instruction. At the Board’s discretion, teachers may be allowed one to two planning periods, dependent upon the class schedule, during each workday. In the state of Mississippi, preparation time is a privilege and not a right and will be scheduled by the Principal at times that do not interfere with service to the students. If an employee chooses not to take advantage of his/her planning period, this time may not be accumulated and added to lunch periods or any type of leave. A planning period may not be used to alter arrival or departure time or used in conjunction with the lunch hour, unless specified by the Principal. Non-certified staff and paraprofessionals, at the discretion of the Board may be allowed two (2) fifteen-minute breaks per day (one in the morning and one in the afternoon).

Holidays
The Mississippi General Assembly has designated the following days as legal holidays:
New Year's Day - January 1
Martin L. King, Jr. Day - Third Monday in January
President’s Day - Third Monday in February
Good Friday - Friday before Easter
Memorial Day - Last Monday in May
Independence Day - July 4
Labor Day - First Monday in September
Columbus Day - Second Monday in October
Veteran’s Day - November 11
Thanksgiving Day - Fourth Thursday in November
Christmas Day - December 25

When a holiday falls on Saturday, the Friday before the holiday is substituted. When the holiday falls on Sunday, the Monday following the holiday is substituted.

Leave Accrual
Employees scheduled to work one thousand six hundred (1,600) hours or more in a fiscal year, whether compensated on hourly, daily, monthly, or piecework basis, shall accrue leave upon completion of a calendar month of service or major fraction thereof. A major fraction of a month is defined as one-tenth (0.1) of one hour over 50 percent of the employees' scheduled working hours in any month.

Employees Eligible to Accrue Leave
The following employees are eligible to accrue leave:
- Employees with regular and interim appointments who are employed full-time;
- Employees serving on full-time temporary appointments accrue leave after completing six (6) months of active service. The first day following completion of six (6) months of
service is regarded as the beginning date for the purpose of accruing leave. Each period of temporary employment should be treated separately;

- Any part-time or seasonal employee scheduled to work 1600 hours or more in a fiscal year; and
- Any employee currently eligible to accrue leave who receives a full-time emergency or full-time temporary appointment shall continue to accrue leave, provided there is no break in service.

**Employees Ineligible to Accrue Leave**
The following employees are not eligible to accrue leave:

- Employees on temporary appointments who have worked less than six (6) months;
- Employees on educational leave, with or without pay;
- Employees on emergency appointments;
- Employees on Claims or Administration leave;
- Employees on terminal leave;
- Employees on military leave without pay;
- Employees on special leave without pay;
- Employees on parental leave without pay;
- Seasonal or part-time employees scheduled to work less than 1600 hours in a fiscal year;
- Employees paid through the Sick Leave Bank;
- Limited term employees are not eligible to accrue leave while serving in limited term appointments. However, should these employees later be appointed to a position eligible to accrue leave, their time served in a full-time limited term appointment can be used to establish the proper leave service group code.

**Annual Leave**
All state employees who are employed on a full-time basis earn one day (7.5 hours or 8.0 hours) of annual leave monthly, provided they work the major portion of that month. Annual leave is accrued at an increasing rate as indicated on the following chart:

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<tr>
<th>Years of Service</th>
<th>Annual Days Per Month</th>
<th>Maximum Accrual (Days)</th>
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<tr>
<td>0 – 5</td>
<td>1</td>
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<td>5 – 10</td>
<td>1 ½</td>
<td>36</td>
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<tr>
<td>10 – 20</td>
<td>1 ¾</td>
<td>39</td>
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<td>Over 20</td>
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<td>42</td>
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Leave earned in excess of the maximum allowable for each group is transferred to the employee’s sick leave account annually in the month of the most recent hire date. The use of annual leave is subject to supervisory approval. An employee must make annual leave requests to the Principal as far in advance as possible to avoid any workload problems during his/her absence. Employees shall be compensated upon separation for their unused accumulated annual leave, unless dismissed for gross misconduct. In this case, employees will forfeit their annual leave balance.
Sick Leave
All full-time employees accrue one day (7.5 or 8.0 hours) of sick leave per month, provided they work the major portion of each month. The intent of sick leave accrual is to establish a balance of leave time to cover the employee during extended emergency times when you must be off the job due to illness. In accruing leave, the employee is assuring himself/herself of a regular income when he/she has to be absent from work because of illness or injury. Even though the employee accrues one sick leave day per month of service, he/she should keep in mind that the use of the benefit is permissive and not a right of employment. Before sick leave is authorized, the principal must be satisfied that the employee is too sick to perform their normal duties or their physical condition is a hazard to fellow employees. Sometimes, employees will remain at home simply because they do not feel well. Employees are strongly encouraged to be sure they know the difference between sickness and not feeling well.

Sick leave may be used for any of the following reasons:
- personal illness
- disability due to accident
- exposure to a contagious disease
- medical and dental appointments
- illness or death of a qualifying family member or others who,
- at the discretion of the governing board, have a relationship which merits similar consideration

The Principal may require that employees obtain a doctor’s statement for themselves, or for qualifying family members, that specifically states why they could not be present to perform their normal job duties. If an employee transfers to another agency within state government, his/her accrued leave is transferred with him/her. Upon retirement, the employee’s accumulated sick leave is acknowledged as creditable service in computing their retirement benefits. Each twenty (20) days of sick leave equals one (1) month creditable service. After an extended illness, an employee may be required to present a doctor’s statement releasing him/her to return to work. The Principal may require a doctor’s statement for any absence for which sick leave is taken. If an employee is not at work during his/her regular work hours, he/she must be on authorized leave. This means that the Principal knows of and has approved his/her absence. In accordance with the law and rules, job abandonment occurs when an employee is absent from work without approval for three (3) consecutive workdays or two (2) consecutive workdays following the expiration of any authorized leave. In the case of job abandonment, the department considers that the employee resigned “not in good standing.” Therefore, it is imperative that employees keep the Principal informed of their need for leave as it arises.

Leave for Adoption, Pregnancy, Childbirth, and Infant Nursing
In compliance with Mississippi Code Annotated, Section 4-21-408, the TASCs Board provides in part as follows:
- Employees who have been employed by the School for at least twelve (12) consecutive months as full-time employees, as determined by the TASCs at the job site or location, may be absent from such employment for a period not to exceed four (4) months for adoption, pregnancy, childbirth, and nursing an infant, where applicable, referred to as
“leave” in this section. With regard to adoption, the four-month period shall begin at the
time an employee receives custody of the child;

b. Employees who give at least three (3) months' advance notice to the Principal of their
anticipated date of departure for such leave, their length of leave, and their intention to
return to full-time employment after leave, shall be restored to their previous or similar
positions with the same status, pay, length of service credit, and seniority, wherever
applicable, as of the date of their leave. Employees who are prevented from giving three
(3) months' advance notice because of a medical emergency that necessitates that leave
begin earlier than originally anticipated shall not forfeit their rights and benefits under
this section solely because of their failure to give three (3) months' advance notice.

Employees who are prevented from giving three (3) months' advance notice because the
notice of adoption was received less than three (3) months in advance shall not forfeit
their rights and benefits under this section solely because of their failure to give three (3)
month's advance notice;

c. Leave may be with or without pay at the discretion of the TASCS Board. Such leave shall
not affect the employees' right to receive vacation time, sick leave, bonuses,
advancement, seniority, length of service credit, benefits, plans, or programs for which
the employees were eligible at the date of their leave, and any other benefits or rights of
their employment incident to the employees' employment position; provided, that the
employer need not provide for the cost of any benefits, plans, or programs during the
period of such leave, unless such employer so provides for all employees on leaves of
absence. If an employee's job position is so unique that the employer cannot, after
reasonable efforts, fill that position temporarily, then the employer shall not be liable
under this section for failure to reinstate the employee at the end of the leave period.

The purpose of this section is to provide leave time to employees for adoption, pregnancy,
childbirth, and nursing the infant, where applicable; therefore, if an the Board finds that the
employee has utilized the period of leave to actively pursue other employment opportunities or if
the Board finds that the employee has worked part time or full time for another employer during
that period of leave, then the Board shall not be liable under this section for failure to reinstate
the employee at the end of the leave.

Whenever the TASCS Board of Directors shall determine that an employee will not be reinstated
at the end of the leave because the employee's position cannot be filled temporarily or because
the employee has used the leave to pursue employment opportunities or to work for another
employer, the Board shall so notify the employee.

Family Leave
Any employee who is employed in state service for at least twelve (12) consecutive months as a
full-time employee may be absent from employment for a period not to exceed four (4) months
for pregnancy and birth of a child. The four (4) month period shall include leave required before
and after the birth of a child. If covered, the employee may use sick leave for up to six (6) weeks
of this time immediately following the birth of the child. An employee who has less than one (1)
year of service may be granted parental leave for a period not to exceed thirty (30) workdays
following the birth of a child. Further information regarding Family Leave is available from the
TASCS human resources office.
Adoptive Leave
Employees involved in adoption proceedings shall be granted leave in accordance with Mississippi Code Annotated, Section 4-21-408. Any employee who is employed for at least twelve (12) consecutive months as a full-time employee may be absent from employment for a period not to exceed four (4) months. The four (4) month period begins when the employee receives custody of the child. If covered, the employee may use sick leave for up to six (6) weeks from the time the employee obtains custody of the child.

Family Medical Leave Act
The Family Medical Leave Act (FMLA) entitles eligible employees to a maximum of twelve (12) work weeks of leave each year for specified family and medical reasons and up to twenty-six (26) workweeks to care for a covered service member. It also provides for continued health insurance coverage during the leave period, and requires employee reinstatement to the same or an equivalent position once the leave period has ended. Further information is available from the human resources office.

Civil Leave (Jury Duty)
State employees who are subpoenaed to serve as jurors, will be granted civil leave. Civil leave is granted for any day or days an employee is required, by summons, to report for jury duty, provided such responsibility for jury duty exceeds three (3) hours during the day for which the excuse is sought. If the employee serves less than three (3) hours per day, the time served is considered civil leave and the employee must return to work or use compensatory or annual leave for the remaining work hours. An employee may retain any compensation received for jury duty from the courts. Civil leave includes the time required to travel to and from jury duty. Employees may check with the TASCS human resources office for additional information.

Military Leave
Employees who are members of the reserve components of the Armed Forces of the United States, including members of the Mississippi National Guard, receive leave with pay for up to twenty (20) workdays in one calendar year. Leave without pay is granted for periods of active duty or training activity with the U.S. Armed Services (both regular and reserve components) or the Mississippi National Guard for authorized periods exceeding the twenty (20) days of paid leave. A leave of absence with pay, not to exceed fifteen (15) working days in any one calendar year, will be granted to employees who are members of the United States Air Force Auxiliary Civil Air Patrol and who participate in a training program for the civil air patrol, or in emergency and disaster services if the leave of absence is at the request of the employee’s wing commander or the wing commander’s designated representative. The TASCS human resources office can give details on military leave.

Bereavement Leave
Bereavement leave is three (3) days of paid leave granted to an employee in the event of the death of the employee’s spouse, child, step-child, parents, step-parents, siblings, foster parents, parents-in-law, grandparents, or grandchildren without charge to the employee’s leave time. Pursuant to Mississippi Code Annotated, Section 8-50-113, the relationships listed above are the only relationships that qualify for bereavement leave. There can be no exceptions or substitutions.
Discretionary Leave with Pay
The Human Resources Committee of the governing board, may place an employee on leave with pay for up to ten (10) days, any time it is considered necessary for the welfare of the employee or the proper operation of the agency. Any discretionary leave in excess of ten (10) days must receive prior approval by the Human Resources Committee.

Special Leave – Participation in State Assessments and Interviews
An employee may be granted leave with pay to participate in preferred service and other assessments administered by the State of Mississippi. In addition, an employee may also be granted excused absences to be interviewed for other State positions at the request of a responsible official of the interviewing agency. However, an employee must use leave to participate in external federal exams or interviews.

Elections – Time Allowance for Voting
Any person entitled to vote in an election held in this state will be granted paid leave from work on the day of the election for a reasonable period of time, not to exceed three (3) hours, necessary to vote during the time polls are open in the county where the employee resides. If the work schedule of an employee begins three (3) or more hours after the opening of the polls or ends three (3) or more hours before the closing of polls in the county where the employee is a resident, paid leave will not be granted. Employees working from 8:00 a.m. until 4:30 p.m. and residing in counties where polls are opened until 8:00 p.m. are not eligible for additional time off from work. Employees working from 8:00 a.m. until 4:30 p.m. and residing in counties where polls are opened until 7:00 p.m. are eligible to request an absence of no more than thirty (30) minutes. Requests for leave must be made no later than 12:00 p.m. on the workday preceding the day of the election. The supervisor may designate the period of permissible absenteeism.

Absence Due to Inclement Weather
Inclement weather does not usually warrant the closing of the school. Absence due to inclement weather requires that each employee make a personal judgment pertaining to his safety in traveling to and from work. Loss of work time for this reason is charged against the employee’s compensatory or annual leave balance. If the employee has no compensatory or annual leave, then the time absent is charged as leave without pay. Employees who make the effort to report on time and who report within a reasonable period should not be required to use leave for that absence.

Disaster Leave
In the event the Governor declares a state of emergency as the result of a disaster, the governing board may grant up to five (5) days of discretionary leave with pay to an employee whose primary residence becomes uninhabitable due to the disaster. Certain conditions must apply for this leave. The employee should consult with the human resources office for details. The employee may also find additional information regarding attendance and leave from the TASCS human resources office or in the Mississippi Department of Human Resources’ Attendance and Leave Manual.
GENERAL PERSONNEL PRACTICES
AND ADMINISTRATIVE GUIDELINES

Equal Employment Opportunities (EEO)
The State of Mississippi is firmly committed to the principle of fair and equal employment
opportunities for its citizens and strives to protect the rights and opportunities of all people to
seek, obtain, and hold employment without being subjected to illegal discrimination and
harassment in the workplace. It is the state's policy to provide an environment free of
discrimination and harassment of an individual because of that person's race, color, national
origin, age (40 and over), sex, pregnancy, religion, creed, disability, veteran's status or any other
category protected by state and or federal civil rights laws. The state's Policy Statement on
Workplace Discrimination and Harassment is attached in its entirety.

The General Counsel's Office of the Department of Human Resources provides assistance to
state departments and agencies in implementing the Policy on Workplace Discrimination and
Harassment and in developing agency-specific procedures to investigate and resolve complaints.
Each department or agency within the executive branch of state government has an EEO Officer
who is responsible for the implementation of agency-specific procedures in accordance with the
state's Policy.

The EEO Officer is also responsible for developing and updating an annual written Affirmative
Action Plan (AAP) to facilitate the implementation of equal opportunity into all facets of the
department's human resources management system. The plan is a statistical document which
identifies and analyzes patterns in the participation and utilization of women and minorities in
the workforce.

The AAP provides a work force analysis for the identification of divisions and units where
minorities and women are under-utilized and under-represented. Also included are goals,
timetables, reasonable actions, and good faith efforts designed to create and maintain a balance
within the work force absent discrimination regardless of age, race, sex, color, religion, national
origin, disability, pregnancy, creed, or veteran's status.

The Office of the General Counsel for the Department of Human Resources and agency EEO
Officers are available to counsel individuals on workplace harassment and discrimination on
the basis of an individual’s race, color, national origin, age (40 and over), sex, pregnancy, religion,
creed, disability, or veteran's status. Employees or applicants who feel that they may have been
harassed or discriminated against because of any of the above mentioned reasons may file a
formal complaint without fear of retaliation. For additional information, the state's Policy
Statement on Workplace Discrimination and Harassment is attached. It may also be found on the
Mississippi Department of Human Resources' web site.

Department Americans with Disabilities Act (ADA) Coordinators ensure state government's
compliance with the Americans with Disabilities Act as amended by the Americans with
Disabilities Act Amendments Act (ADAAA). They assist with reasonable accommodation issues
in state employment and program access for state services and programs and help agencies and employees resolve access and accommodation issues.

**Performance Management**
The purpose of the performance management program is to promote employee development, enhance employee productivity, serve as a basis for sound personnel decisions, and provide a permanent record of the expected standards of performance, work outcomes, for employees in the state service. A formal written evaluation of the performance expected work outcomes for all preferred service employees will be conducted at the end of probationary periods and at the end of June on an annual basis thereafter.

The performance evaluation process is carried out as follows:

**Step I – Job Performance Plan**
During an initial discussion, the Principal will explain and clarify the evaluation process, the major responsibilities and expected standards of performance, work outcomes, for which employee performance will be evaluated, and a description of the performance necessary to achieve a good rating.

**Step II – Interim Reviews**
Periodic (Interim) reviews of job performance will be conducted to provide constructive feedback, discuss means of enhancing performance, and if appropriate, to discuss consequences of marginal or unsatisfactory performance.

**Step III – Annual Evaluation**
An annual written evaluation of employee performance will be completed and placed in the employee’s official personnel file. The employee has the opportunity to agree or disagree and comment on the evaluation. A reviewer (usually the Executive Director) reviews the annual evaluation to assure completeness and accuracy of the rating(s). Any general questions regarding the Performance Management process may be directed to the Principal, the Executive Director, or the human resources office.

**Probationary Periods**
Every person in the preferred service must successfully complete an initial probationary period of at least one (1) year. This initial probationary period is the first part of the employment process and is customary employment practice. During an employee’s probationary period, his/her Principal will help him/her become familiar with his/her duties and responsibilities. The employee’s attitude toward his/her work, his/her efficiency, and the quality of his/her work and willingness to accept responsibility will be observed. The probationary period will enable the Principal to determine the employee’s ability to do his/her job. It also lets the employee decide whether he/she wishes to continue in the service of the School. The initial probationary period is no less than six (6) months and may be for a period of one (1) or two (2) years if the employee is appointed to the trainee level of a flexibly staffed position. After successful completion of the initial probationary period, the employee becomes a preferred service employee in his/her classification in his/her department. After completion of one (1) month’s service, the Principal may recommend the termination of an employee on initial probation if it is determined the
employee is unable or unwilling to perform the requirements of the job. However, if at any time during the initial probationary period it is determined that an employee’s conduct does not merit further observation, the supervisor may recommend termination. There is no appeal of a termination during the initial probationary period.

As a preferred service employee, if an employee is appointed to another classification in his/her department, he/she must successfully complete a subsequent probationary period in the new position. If the employee is promoted or he/she voluntarily transfer to a position in another department, he/she must complete a new initial probationary period with that department. The length of this initial probationary period is also no less than one (1) year.

Promotions/Transfers
As a state employee, one of the employee’s goals should be to do the best job he/she can for the citizens of Mississippi. It is also the employee’s obligation to grow and change with the job. Employment in state government has much to offer in the employee’s efforts to meet and fulfill these responsibilities. Therefore, employment with Truth Academy STEAM Charter School is what the employee makes of it. Employees must do their best in their present job, and in doing so, they should look ahead and prepare themselves for opportunities to advance. However, employees must keep in mind that consideration for promotion is a privilege that is earned through meeting minimum qualifications and demonstrating abilities and potential for performance at higher levels. Promotions are not matters of right created by seniority or time within a classification. Positive self-development and participation in training opportunities can aid in making employees more attractive candidates for promotion.

Public Relations – Conflict of Interest
As a Truth Academy STEAM Charter School employee, the employee represents the State of Mississippi in their contacts with the public, on and off the job. Each contact made is an opportunity to create goodwill for the School and the state government. Courtesy must be shown in all contacts with the public and with coworkers. Because the citizens of the State of Mississippi employ TASCS employees, prompt, polite, and courteous service is essential regardless of the circumstances. If an employee feels that he/she has been subjected to discourteous behavior, he/she is encouraged to discuss this with the Principal or another supervisor.

Employment with the State of Mississippi is a position of public trust. Employees must not participate in any activity either in a private or in an official capacity where a conflict of interest may exist. An employee’s first loyalty should be to the public interest, and he/she must avoid associations or interests that could affect his/her objectivity in performing his/her job or in making the decisions required of his/her position. However, employees are encouraged to participate in professional and civic organizations, if such participation does not adversely affect their role as a public employee. If an employee questions whether any outside activity or interest may be in conflict with his/her job requirements, he/she should ask for guidance from the School Principal, the Executive Director or the human resources office.
Political Activity
The Federal Hatch Act and the Mississippi Little Hatch Act control political activity of state employees. Generally speaking, during those hours of the day when employees are required to conduct the business of the School, they may not actively engage in a political campaign on behalf of any party, committee, organization, agency, or political candidate; or attend political meetings or rallies; or otherwise, use their official position or employment to interfere with or affect the result of any regular or special election; or perform political duties or functions not directly a part of their employment.

TASCS employees are encouraged to exercise their right to vote for the party or candidate of their choice and they are free to express their personal opinion concerning a political subject, party or candidate. Employees can obtain additional information from the human resources office. If an employee wishes to seek an elective office, provisions of the Federal Hatch Act and the Mississippi Little Hatch Act may cover him. The employee must seek guidance from the human resources office on the procedure he/she should follow before qualifying as a candidate.

Personnel Records
The TASCS Human Resources Office keeps an official record for each employee. Information pertaining to employee’s employment is filed in their personnel file and is available for their review in the TASCS human resources office during regular office hours. It is most important that employees keep their records accurate and up-to-date at all times. Employees should also report any change in their status to the human resources office. Additionally, employees must be sure to report all changes of name, address, marital status, beneficiaries, or changes in the status of your dependents.

Employee Identification
Truth Academy STEAM Charter School’s Human Resources Office will issue each employee a school identification card (I.D.). The employee should keep this card on his/her person for any occasion that would require his/her identification as a school employee. In addition, the employee may be required to carry or wear a pass for the building in which he/she works.

Equipment and Supplies
TASCS employees have an obligation and responsibility to use and care for machines and equipment they use on the job. Improper use and maintenance of equipment that TASCS employees depend upon can lead to unnecessary losses in time and money. When not in use, equipment should be stored or covered. Employees have a duty to conserve and protect School property. Employees should not directly or indirectly, use or allow the use of governmental property, including telephones and computers, vehicles, equipment, facilities, personnel, supplies, or services of any kind for other than approved activities. This includes anything leased to the School or otherwise paid for by the School. School issued equipment and clothing must be returned upon separation.

Use of School Telephones
School telephones are provided for business purposes. Absolutely no personal long distance telephone calls are to be charged to the School’s telephone system. Abuse of the School’s telephone system will result in the School taking appropriate disciplinary action. While
personal telephone calls are allowed for local calls, such calls should be limited to a few minutes and occur only during the employee’s break or planning time, except in case of an emergency. Employees must consult the Principal regarding proper procedures for placing work related long distance telephone calls.

Use of School Computers
The school’s computers are available for school business purposes only. This includes use of the Internet. No programs should be installed without permission of the Information Systems Director in the school. Unauthorized use of school computers or systems could result in disciplinary action, up to and including dismissal. All employees with access to School computers should read and sign the Acceptable Use Policy, Network Access Rights and Obligations.

Solicitation
There shall be no solicitation by any person, organization, or association on state property. Solicitation is any attempt to seek contributions, gifts, or donations; or to offer memberships in any organization, or to solicit the purchase of any property, or to distribute literature or any other material. This rule does not apply to solicitation conducted by the State or federal government (e.g., Mississippi Employees Charitable Solicitation Campaign, etc.). State buildings are under the operation of the Department of General Services. The rule regarding solicitation on State/School property can be found on the Secretary of State’s website.

Gifts and Contributions
Employees, in the course of or in relation to their official duties, shall not directly or indirectly receive or agree to receive any payment of expense, compensation, gift, reward, gratuity, favor, service, or promise of future employment or other future benefit from any source, except the state, for any activity related to their duties as state employees unless otherwise provided by law. Executive orders concerning ethics, conflicts of interest, and acceptance of gifts are posted in the human resources office.

Personal Property
The Truth Academy STEAM Charter School location is open for both the public and a large number of fellow employees; therefore, it is important to use sound judgment when bringing personal property to work. It is the employee’s responsibility to secure any personal property in the workplace properly.

Dress and Grooming
As public servants of the State of Mississippi and employees of Truth Academy STEAM Charter School, TASCS employees are expected to maintain a professional standard of dress and grooming that reflects good taste and common sense. They should dress appropriately for their office or working conditions. Employees should be well groomed and neatly dressed in appropriate attire. If employees have any questions about appropriate dress in the work environment, they may ask the Principal or the human resources officer.
HEALTH AND SAFETY
The State of Mississippi is concerned for employee health and safety in the performance of their job. Employees must observe all safety rules as they are designed for their benefit. If an employee becomes aware of a health or safety hazard, he/she must report it to the Principal immediately.

Workers' Compensation/Accidents/Injury in the Line of Duty
Should an employee have an accident while on the job, he/she should seek immediate first aid or emergency care. The Principal must be notified of the accident/assault and the employee's condition. All serious injuries that require outside medical services and/or result in lost time should be reported immediately to the School Principal and Executive Director.

Fitness Center Discounts
Agreements have been secured from fitness centers throughout the state. Employees should contact the Human Resources Office for more information regarding Partner Health and Fitness website to view a list of participating fitness centers.

Employee Assistance Program (EAP)
The State's employee assistance program is referred to as EAP. This benefit is available to full-time employees and their eligible dependents regardless of whether or not you are enrolled in health coverage. EAP is designed to help employees and their family members deal with the personal problems and other issues we all experience during our daily lives such as stress, depression and anxiety, family, relationship or marital issues, as well as grief and loss. In addition to offering up to 5 sessions of short-term counseling, the EAP also offers financial and legal consultations. There is no cost to the employee for any of the services provided through the EAP, and the employee's confidentiality is always a top priority. The EAP also offers seminars on various issues of interest at locations across the state. For employees may call 1-866-219-1232 (toll-free). EAP is currently administered by Humana Health Services. Mental health and substance abuse services are also available to members 24/7 by calling 1-800-308-4934. Employees' Health insurance provisions are available online at: www.knowyourbenefits.dfa.state.ms.us. Additional information is available at www.humana.com/eap.

Drug-Free Workplace
No state employee will be allowed to work under the influence of alcohol or illegal drugs, nor possess or partake of such during work hours. Furthermore, no state employee will be allowed to work under the influence of prescribed or other lawfully obtained drugs when the taking of these drugs impairs the employee's ability to perform his/her job. Appropriate disciplinary action, up to and including termination, will be taken for those employees not in compliance with this policy.

Smoking Policy
In accordance with the State of Mississippi, Truth Academy STEAM Charter School is a smoke-free employer.
EMPLOYEE CONDUCT

Work Performance and Conduct

Work performance and conduct are governed by the Mississippi Department of Education’s work performance rules, guidelines, and policies. The MDE rules, guidelines, and policies ensure that employee performance and conduct are regulated in a fair and consistent manner. Employee conduct at work must always be professional, whether dealing with the public, coworkers, supervisors, or others. Misconduct and/or insubordination are grounds for disciplinary action. The level of disciplinary action is at the discretion of the Principal and ultimately, the TACS Board, and depends upon the seriousness of the offense, work record, and other relevant information. Inquiries or complaints may be referred to the TACS Human Resources Office or the Mississippi Office of Human Resources, 359 North West Street, Jackson, MS 39205.

Employee work performance is regulated. If performance falls below acceptable standards, the Principal will utilize performance review and supervisory counseling to improve this deficiency. If there is no improvement, the Principal will take additional corrective action, up to and including disciplinary action. It is the Principal’s responsibility to address any situation in which a change in the employee’s attitude or value of his/her job has an adverse affect on his/her ability or willingness to perform assigned duties.

The following are examples of acts that may warrant disciplinary action. This list is not all-inclusive and shall not limit an appointing authority’s discretion in disciplinary matters:

1. Inefficiency in the performance of duties;
2. Incompetency in the performance of duties;
3. Negligence in the performance of duties;
4. Misconduct involving public officials and employees pursuant to MS Code CC §609.42;
5. Careless, negligent, or improper use of state property or equipment;
6. Failure to maintain satisfactory and harmonious working relationships with the public and fellow employees;
7. Habitual improper use of sick leave;
8. Habitual pattern of failure to report for duty at the assigned time and place;
9. Failure to obtain or maintain a current license or certificate or other qualification required by law or rule as a condition of continued employment;
10. Gross misconduct;
11. Conduct unbecoming an employee in state service;
12. Conviction of a felony;
13. Willful abuse or misappropriation of state funds, property or equipment;
14. Falsification of an official document relating to or affecting employment;
15. Participation in any action that would in any way seriously disrupt or disturb the normal operation of the agency, institution, department, or any other segment of the state service or that would interfere with the ability of management to manage;
16. Trespassing on the property of any state officer or employee for the purpose of harassment;
17. Damage or destruction of State/School property;
18. Acts that would endanger the lives and property of others;
19. Possession of unauthorized firearms, lethal weapons, alcohol or illegal drugs on the job;
20. Brutality in the performance of duties;
21. Refusal to accept a reasonable and proper assignment from an authorized supervisor (insubordination);
22. Reporting to work under the influence of alcohol or illegal drugs, or partaking of such on the job;
23. Sleeping or failure to remain alert during duty hours;
24. Unauthorized disclosure of confidential information;
25. Garnishment of wages for more than one indebtedness;
26. Political activity prohibited by Mississippi Code Annotated, Title 2, Chapter 19 (the "Little Hatch Act") or by United States Code, Title 5, Chapter 15 (the "Federal Hatch Act"); and
27. For the good of the service as outlined in Mississippi Code Annotated, Section 8-30-316.

Disciplinary Action
The Principal and/or the Executive Director are responsible for maintaining the proper job performance level, conduct and discipline of the employees under their supervision. When corrective action is necessary, the supervisor(s) should administer disciplinary action at the step appropriate to the infraction, conduct or performance, as determined by the supervisor.

Oral Warning
The Principal may issue an oral warning to an employee for unacceptable conduct or performance of duties. The Principal must provide the employee with written documentation of the date of the discussion and other necessary information regarding expectations for improvement. An oral warning is not placed in the employee’s personnel file.

Written Warning
The Principal may issue a written warning to an employee for unacceptable conduct or performance of duties. The Principal must provide the employee with written documentation that identifies the document as a written warning. The written warning must document the date of the discussion and other necessary information regarding expectations for improvement. The employee may ask for a review of the written warning by the appointing authority. This request must be submitted in writing to the appointing authority (Principal or Executive Director) within fourteen (14) calendar days from receipt of the warning and include any mitigating circumstances causing the employee to believe that the warning is undeserved. The appointing authority shall provide a written decision to the employee within fifteen (15) days of receipt of the request for review. The appointing authority’s written decision is final.

A copy of the written warning shall be placed in the employee’s personnel file. After a period of two (2) years, the employee may submit a written request to expunge the written warning from his or her personnel file. Such request shall be granted if the employee has had no further disciplinary actions with respect to the same area of performance and/or conduct within the two (2) year period. The request itself does not become a part of the employee’s file.

Suspension Without Pay
A TASCS employee may be suspended by the Principal or Executive Director for unacceptable conduct or performance of duties. A suspension without pay may not exceed thirty (30) calendar
days within a twelve (12) month period. With the approval of the Board, an employee may be suspended for a longer period pending the appeal or the processing of an appeal in accordance with Mississippi laws regarding long-term suspension without pay.

**Dismissal**
The Principal may dismiss a TASCS employee for unacceptable conduct or performance of duties. Ten (10) calendar days paid notice must be given. During the notice period, an employee is not required to report for duty, but is paid for the workdays that fall within that ten (10) calendar days. For an employee dismissed for gross misconduct, the accumulated annual leave balance is used during this notice period and any remaining annual leave balance is forfeited. However, employees who do not have an annual leave are paid during this notice period. The ten (10) calendar days paid notice is not required for employees dismissed during their initial probationary period.

**Transfer or Demotion**
A TASCS employee may be transferred or demoted if the Principal and/or the Executive Director determines that the employee’s ability to satisfactorily perform the required duties of the position is beyond the capabilities of the employee or the employee has been compromised by conduct that renders the employee ineffective in his/her position. The employee may appeal a demotion as outlined in the Rules of the Mississippi Department of Human Resources found on the Secretary of State’s website.

**Appeal Process**
A TASCS employee who is dismissed, demoted, or suspended may file an appeal concerning the application of a law, rule, or policy to the employment action agency. There are three (4) steps in the appeal process. Step I is to the Principal, Step II is to the Executive Director, Step III is to the of Human Resources Office, and Step IV is to the Board of Directors. If the term of a suspension is less than three (3) days, the ability to appeal is limited to an appeal to the Principal under Step I and the Executive Director under Step II. An employee shall not be able to appeal a suspension of less than three (3) days to the Board of Directors.

An employee who files an appeal must do so no later than fourteen (14) calendar days after the date the employee receives written notice of a dismissal, demotion, or suspension. If an employee fails to file the complaint within the fourteen (14) day period, the ability to appeal lapses and is deemed to have been waived, in its entirety, by the employee. Appeal discussions held during the scheduled off-duty hours for a complainant, witness, or representative shall be considered the same as hours worked, including overtime if applicable.

Employees who are required to appear as witnesses or representatives shall not be required to use leave for such periods and shall be reimbursed for travel and other expenses in accordance with the state’s comprehensive travel regulations. For additional information regarding the appeal process, employees may refer to the Employee Handbook or to the Human Resources Office.
Mississippi Employee Mediation Program
It is the policy of the State of Mississippi to encourage the use of mediation as a valuable tool for all state employees to resolve workplace issues. Mediation is a process whereby the parties themselves, with the assistance of a neutral third party, seek to develop and agree upon solutions to issues in the workplace. The primary purpose of the Mississippi Employee Mediation Program is to provide a responsive, informal, confidential, and effective means of resolving human resource issues as an alternative to administrative proceedings. Access to mediation services is available to any employee in the state service as a voluntary means of resolving workplace issues that are eligible for mediation as set out in the Rules of the Mississippi Department of Human Resources Chapter 1120-14.

Fraud, Waste or Abuse
The Mississippi Comptroller of the Treasury’s Department of Audit provides a toll-free hotline for reporting fraud, waste, and abuse of government funds and property. If an employee observes a School administrator or employee engaging in any activity that he/she considers illegal, improper, or wasteful, he/she is urged to call the State Comptroller’s Toll-Free Fraud Hotline at 1-800-359-3898.

SEPARATIONS
Resignation
If an employee chooses to leave the employ of the School, it is important to give proper notice. To resign in good standing, the employee should give the Principal at least ten (10) calendar days’ notice in writing. Arrangements for receiving the final pay should be made with the Principal or the human resources office. An employee’s last paycheck is an actual check, mailed to the employee’s home address as listed on record at the time of issue.

Dismissal
An employee may be dismissed from state service for reasons related to your performance of duties or conduct. A mandatory notice of at least ten (10) calendar days is required for employees in all cases of dismissals after completion of initial probation.

Job Abandonment
If an employee is not at work during his/her regular work hours, he/she must be on authorized leave. This means that your supervisor knows of and has approved your absence. In accordance with Mississippi rules and regulations, the employee will be considered as having resigned “not in good standing” if the employee is absent from work without approval or proper notice to the Principal for three (3) consecutive workdays or if the employee is absent for two (2) consecutive workdays following the expiration of any authorized leave. It is the responsibility of the employee to keep the Principal informed of his/her needs for leave as they arise and the Principal will try to grant the leave, if possible.

Return of State Property
When an employee separates from School employment, he/she must return all state property and/or equipment to the appropriate staff person. This includes but is not limited to state issued credit cards, keys, computers, etc.
MISSISSIPPI OPEN MEETINGS AND OPEN RECORDS LAWS

Mississippi Open Meetings Law
Mississippi Open Meetings Law legislates the methods by which public meetings are conducted. Pursuant to Section 25-41-15, a meeting is any gathering of a quorum of the members of a public body in order to deliberate or decides on public policy. If violated, any action taken during the meeting is considered void. Truth Academy STEAM Charter School and its Board of Directors will adhere to these laws.

Mississippi Open Records Act
The Mississippi Open Records Act (1972) is a series of laws designed to guarantee that the public has access to public records of government bodies at all levels. Pursuant to Mississippi Code §25-61-5, records in the possession of Truth Academy STEAM Charter School are open to perusal by the public unless they are specifically exempted by statute or case law. Records are defined as any documents, no matter the physical form, which are made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency. Exemptions shall include: 1) medical records of students and employees; 2) some investigative records, 3) public school student records; and 4) some economic development issues, such as land acquisition. Truth Academy STEAM Charter School and its Board of Directors will always be in compliance with Mississippi Code §25-61-5 laws regarding open records.
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 § 25-61-5 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 § 37-12-20;
  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;
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:
- Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
- Molesting 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
- Failure to report sexual involvement with 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: Dr. T.J. Graham

Signature: [Signature]

Date: May 10, 2016

Truth Academy STEAM Charter School
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 cleaner 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
   TRUTH ACADEMY CHARTER SCHOOL

2. Full name
   James B. Potts
   Home Address
   107 Reed Road
   Drew, Ms 38737
   Phone Number
   Home: 662 745-6170, Cell: 662 392-6724
   E-mail address
   desipennesse@yahoo.com

   Resume and professional bio are attached here.

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?
   I believe by serving on the charter school board I will be able to make a positive impact in the lives of the students in the Sunflower County School District.

6. What is your understanding of the appropriate role of a public charter school board member?

Truth Academy STEAM Charter School
I understand that as a public charter school board member that I have the duty of undivided loyalty in the interests of the charter school. I also understand as a board member I am expected to act professionally and ethically, as a prudent person in similar circumstances would with regards to the school’s financial condition. I would be obligated to attend regular board meetings.

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 not had any previous experience serving on a charter school board. My work experience empowers me with the passion, accountability, commitment, and collaborative spirit needed to be an effective board member. As a board member I feel that I could positively affect an educational change within this community.

8. Describe the specific knowledge and experience that you would bring to the board.
   Security Experience, Logistics Experience, Training Experience and Leadership Experience.

**School Mission and Program**

1. What is your understanding of the school’s mission and guiding beliefs?
   Truth Academy Charter School, a K-8th public charter school, will foster a higher level of motivation and interest in education, particularly in the areas of science, technology, engineering, mathematics, and the arts.

2. What is your understanding of the school’s proposed educational program?
   Truth Academy Charter School will provide research-based alternatives to the current traditional system of educational delivery in the Sunflower County School District, thereby improving instructional delivery, fostering a higher level of motivation and interest in education, particularly in the areas of science, technology, engineering, mathematics, and the arts.

3. What do you believe to be the characteristics of a successful school?
   A well-structured school environment, a well-trained professional staff, high-intensity classroom instruction, and hands-on projects for students to engage in are the characteristics of a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
   Success will be revealed through student and staff evaluations. Students are expected to master grade level science, technology, engineering, mathematics, and the arts content, practices and processes, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences.
Governance

1. Describe the role that the board will play in the school's operation.
   The governing board will exercise all powers of the school, except as otherwise provided by law, by the charter, or by the bylaws. The board has the authority to approve contracts and annual budgets, purchase or sell of real property, appoint or remove the Executive Director, Administrators, Faculty, staff or anyone rendering services on behalf of the charter school.

2. How will you know if the school is successful at the end of the first year of operation?
   The board will utilize performances metrics and indicators, establish goals and benchmarks, and utilize nationally recognized evaluation tools to evaluate the success of both the school and its leaders.

3. How will you know at the end of four years of the school is successful?
   The students enrolled at the school will show high academic achievement results on a consistent basis. The school will also be viewed as a pillar of academic success within the local community. Finally, the organization will remain fiscally sound beginning in year one and continuing each beyond with significant reserves each year set aside for capital improvements and/or other board approved projects.

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 must have regular-constructive meetings, establish effective school policies and put people in place who are adhering to these policies. The board will also be responsible for oversight of the instructional program and school operations to ensure school success.

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?
   Any board member found to be acting unethically or not in the best interest of the school can be recommended for a hearing or dismissal from the school board by the filing of a complaint by another member of the board. The board member whom the complaint was/is filed against will have the right to a hearing by the board relative to the charges brought against them by another board member. Once a complaint has been filed against a board member the following steps would be taken to resolve the issue:
   a) Notice of Complaint: Notice of the complaint against a board member shall be communicated to the board member against whom the complaint has been made by the Board Chair.
   b) Opportunity to be Heard: The board member against whom a complaint has been made shall have 5 working days to notify the Board President of his/her desire to be heard regarding the complaint.
   c) Appointing of a Board Committee: Upon receiving a written complaint the Board President shall appoint a board Committee of no less than 3 members and not more than 5 members to hear the issues regarding the complaint.
   d) Committee Recommendation: When the board committee has heard the evidence regarding the complaint, that body shall render a report and recommendation, based upon its finding of facts, to the full school board.
   e) Board of Director’s Decision: The board shall deliberate and discuss the issues and
render a decision regarding whether the board member shall be recommended for dismissal from the board.

f) Notice to Appointing Bodies: The final decision of the board of directors regarding the recommendation for dismissal shall be communicated by the Board Secretary in writing to the appointing body.

Subject to Statutory Laws of Mississippi: This policy shall be subject to the laws of the State of Mississippi, and any provisions of the policy that is found to be in violation of said state law shall be null and void.

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 do not know these individuals. [☑] Yes
   Friends with relatives of prospective board members and children went to school with prospective board members.

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 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 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 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 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 ☒ Yes, 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 ☒ Yes, 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.

☒ Yes, 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: James B. Potts

[Signature]

February 18, 2016
James B Potts  
desidenessa@yahoo.com  
107 Reed Road  
Drew, Mississippi 38737  
(662) 392-0724

OBJECTIVE
To obtain a full-time position at a growing company in the areas of management, accounting or customer service where my skills can be fully utilized.

SUMMARY OF QUALIFICATIONS
5 years as security officer
20 years of Active Army Duty
7 years of Business Administrator

EDUCATION
Ethel High School
Mississippi Valley State University
Basic Non-Commissioned Officer Leader Training
Advanced Non-Commissioned Officer Leader Training

COMPUTER LITERACY
Microsoft Word, Excel to include spreadsheets, Windows, Internet

MAJOR COURSES
Leadership Training
Mathematics
Accountability Training

WORK EXPERIENCE
2009- Present  Office Administrator for Dental Clinic
1987-2007  United States Army
1980- 1987  Mississippi Army National Guard
1984- 1988  Mississippi Department of Corrections
James B Potts: Professional Bio

James B Potts received his High School diploma from Ethel High School and completed 3 years of College at Ms Valley State University. He worked as a Correctional Officer for 5 years. He served in the United States Army for 27 years. While in the Army he served as Weapons Armorer for 5 years, he served as Logistics Non-Commissioned Officer for 7 years and Readiness/Training Non-Commissioned Officer for 6 years. He is currently retired from the United States Army and works part-time as Unit Administrator of a Dental Clinic.
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 cleaner 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

2. Full name
   Home Address
   Business Name and Address
   Phone Number
   E-mail address

   Hazel Jean Harris
   316 North Church Street
   Drew, MS 38737
   (662) 303-0644
   hazel60.HH@gmail.com

   x Resume and professional bio are attached here.
   x 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?
   Our community would like to see the establishment a good educational institution that provides innovative learning experiences for our bright and talented children. We also want the return of the great school pride that once existed in our city.
6. What is your understanding of the appropriate role of a public charter school board member? To serve in an oversight capacity to ensure school effectiveness.

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 do not have experience as a board member, but I have family members who have served on various boards (one/a school board) and I attend board meetings regularly in the LEA district. I have gained a lot of knowledge about procedures through asking questions and making observations in actual public board meetings.

8. Describe the specific knowledge and experience that you would bring to the board.
   I am familiar with board procedures.

**School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?
   I understand that the proposed school seeks to educate children in a unique learning environment, where children will be exposed to technology, arts, STEM project-based math and science, etc., in an effort to prepare them well for college and a life of choice.

2. What is your understanding of the school's proposed educational program?
   It is my understanding that the educational program is using a technology and arts infused Curriculum to motivate children to achieve state standards through inquiry, problem-solving and projects.

3. What do you believe to be the characteristics of a successful school?
   I believe that successful schools are governed by caring individuals, who are knowledgeable about educational issues and caring school staff, who are knowledgeable in their content as evidenced by their certification and their experience.

4. How will you know that the school is succeeding (or not) in its mission?
   Regular observation, various types of surveys (needs assessment, school climate, etc.), administered to parents, students, school staff, community members, evaluations, and achievement data.

**Governance**

1. Describe the role that the board will play in the school's operation.
   Oversight to ensure adherence to established policies and procedures, oversight for financial stability, personnel, evaluation of school leaders, etc.

2. How will you know if the school is successful at the end of the first year of operation?
   Students will enjoy coming to school as evidenced by their attendance. Parents will demonstrate their approval by attendance to school functions and speaking positive things about the school in the community. Teachers will be happy in their jobs as evidenced by strong data, student projects, and word of mouth advertising for the school.

3. How will you know at the end of four years of the school is successful?
   The data will be greatly increased from entry-level baseline data and student enrollment will be steady with a waiting list of students wanting to enroll in our school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   The school board must be "hands-on" without the "heavy hand of authority. This simply
means that everyone who works in the school and even the students, who attend the school will realize that the board cares about what goes on in the school by being visible, and accessible.

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? We would deal with the matter in an expeditious manner, taking care that we follow rules and procedures of the board's established Code of Ethics and/or its Conflict of Interest Policies.

   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.

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: Hazel Jean Harris

Signature: Hazel Jean Harris

Date: 04-16-2016
HAZEL J HARRIS
316 North Church Street
Drew, MS 38737
Sunflower County United States
Contact
Phone: (662) 303-0644
hazel60.HH@gmail.com

Objective: To obtain an interesting position with a growing company

Employment History
Front Desk and Medical Records Clerk - Mid Delta Home Health
08/22/2011 through 11/08/2013
• Answered the telephone, took messages, and filed paperwork.
• Protected the security of medical records to ensure that confidentiality was maintained.
• Reviewed records for completeness, accuracy, and compliance with regulations.
• Retrieved medical records for necessary medical personnel.
• Entered data or treatment into computer.

Medical Records Clerk - Delta Community Home Health
11/14/1997 through 08/22/2011
• Protected the security of medical records to ensure that confidentiality was maintained.
• Reviewed records for completeness, accuracy, and compliance with regulations.
• Retrieved medical records for necessary medical personnel.
• Entered data or treatment into the computer.

Substitute Teacher - Ruleville Central High School
08/01/1996 through 11/01/1997
• Made sure that the students completed all work that was left by the teacher.
• Kept order in the classroom.
• Assisted students with their classwork.

Academic History
High School Diploma
Booker T. Washington - Memphis, TN 05/10/1975

Associates Degree in Medical Administrative Assistant
Phillips Community College - Memphis, TN 08/15/1991

Certificate in Medical Billing and Coding
Coahoma Community College - Clarksdale, MS 07/05/2008
References:


Mrs. Patricia Pitts – Church Member/Friend – 662-347-5907 – 22 yrs.

Mr. Terry Tyler – Drew - Police Chief – 662- 402-2229 – 2 yrs.


Mr. J.J. Roy – Church Member/Friend – 662-719-1170 – 59 yrs.

Mr. Joseph Amison – Church Member – 662-579-5122 – 12 yrs.

Mrs. Charlis Miller Chris – Friend -662-745-2155
Ms. Hazel Jean Harris
Brief Biography

My name is Hazel Jean Harris and I am a native Mississippian, having been born and raised in both, Minter City and Drew, Mississippi. I love my home state and I am exited to know that Mississippi is serious about the education of students through the establishment of a State Charter Authorizer Board to oversee the development and operations of charter schools in our state.

I attended Drew High School, but I graduated from Booker T. Washington High School (night program). I am the mother 4 children (three sons and one daughter) and the grandmother to 14. I love the City of Drew and I am so proud of the wonderful things we are doing in the city.

I am the Vice Mayor of Drew and I am a member of the Mayor’s Health Council, Drew United for Progress, the Excel By 5, and the Eastern Star. I attend Christian Union M.B. Church, under the leadership of Pastor Anthony Pitts. I am very active in my church where I sing in the choir and direct the youth choir. I also volunteer in my community as much as time will allow.

Again, I am very excited about all the new developments in my town, especially the ones involving the education of our children.
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

2. Full name
   Home Address
   Business Name and Address
   Phone Number
   E-mail address

Viscia Rashaye Pointer
295 North Church Street
Drew, MS 38737
(662) 588-4205
sisclap@yahoo.com

☐ 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?
   I am interested in seeing children in our district learning in a non-traditional caring environment, where research-based instruction is the norm and motivation is a daily occurrence. The children in Sunflower County deserve a rewarding and quality education.
6. What is your understanding of the appropriate role of a public charter school board member? 
   As a member of the board, I take the responsibility of ensuring that the school's policies are 
   being followed and that the children are receiving a quality education in a safe and caring 
   environment. The duty as a board member requires being dedicated and connected.

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. 
   Besides being a people person, I possess impeccable clerical skills, which will help me fit 
   right in as the Board Secretary.

8. Describe the specific knowledge and experience that you would bring to the board. 
   I possess the ability to build rapport with community members. I am also an active 
   advocate for children.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? 
   It is my understanding that the school's mission is to regain and promote quality education 
   for all children through innovative teaching strategies and methods, framed by the STEAM 
   model.

2. What is your understanding of the school's proposed educational program? 
   It is my understanding that the school is specifically designed to motivate and educate 
   impoverished children, who have been traditionally underserved through the 
   implementation of an arts-infused educational program with a rigorous college-based 
   curriculum.

3. What do you believe to be the characteristics of a successful school? 
   A successful school is one that fosters a learning and nurturing environment. Everyone 
   involved in the lives and learning of the children must take a holistic approach to carrying 
   out the school's mission.

4. How will you know that the school is succeeding (or not) in its mission? 
   Achievement data, school climate and culture check meetings, and feedback from parents, 
   teachers and students.

### Governance

1. Describe the role that the board will play in the school's operation. 
   The board authorizes and approves the budget and generally serves as the oversight entity 
   for the school.

2. How will you know if the school is successful at the end of the first year of operation? 
   Satisfaction reports as evidenced by various surveys, retention of students and staff, and 
   positive organizational and personnel evaluations.

3. How will you know at the end of four years of the school is successful? 
   Great performance data in all core subjects and a long waiting list.

4. What specific steps do you think the charter school board will need to take to ensure that the 
   school is successful? 
   Serving in a professional capacity and being accessible

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?
We will adhere to the procedures that we have established in our Bylaws, Code of Ethics, and our Conflict of Interest Policy.

6. If your school intends to contract with a third-party ESP: We will not contract with an 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.

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 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 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 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 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 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 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 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: Viscia Pointer

Signature: Viscia Pointer

Date: 2/16/14
Viscia R. Pointer
295 North Church St, Drew, MS 38737  (662)588-4285  Email viscig@yahoo.com

Career Target: Teaching

To obtain an Adjunct Professor position that will allow the use of exceptional interpersonal, communication, computer and teaching skills

Business Experience

10/11 – 11/12
Sunflower County School District
Drew, MS

Americorps/ Substitute Teacher

- Communicate with Site Supervisors, Member Coordinators, and students’ teachers regarding interventions and progress
- Conduct weekly progress monitoring to ensure the student is on track to read at grade level according to state/district standards.
- Implemented activities for kids to motivate their learning skills
- Organized MCT rallies
- Tutored and mentored disadvantaged youth.
- Assured student’s progress on a weekly basis
- Conduct one-on-one sessions using prescribed literacy interventions
- Provide homework help and academic tutoring to the youth in the program

06/04 – Present
Mississippi Department Of Corrections
Lambert, MS

Correctional Treatment Counselor

- Conduct initial intake and screening on new enrollees
- Gives general vocational, academic, social, and personal counseling to individuals.
- Evaluates prisoners’ behavior, determines when progress has been made through treatment programs
- Participates in the development and implementation of substance abuse policies and programs within the facility, identifies prisoners with drug abuse problems.
- Coordinates with administrative and medical personnel in formulating plans for work assignments, training and other aids in institution adjustment and parole preparation.
- Organize and maintain treatment records both manually and electronically.
- Recommends either discipline or added privileges for prisoners to encourage acceptable behavior.
- Participates in Therapeutic workshops for staff and offenders.
- Prepares and maintains all required treatment records and reports.
- Learn about new developments in their field by reading professional literature, attending courses and seminars, and establishing and maintaining contact with management.
- Plan and conduct programs to prevent substance abuse and counseling services.

02/04 – 06/04
Mississippi Department of Corrections
Parchman, MS

Correctional Service Aid

- Opens, dates stamps, routes incoming mail, prepares outgoing mail in
- Reports, narratives, statistics, memos, investigations, and correspondence from dictation, draft or general instructions as per policy.
- Types, files, distributes confidential personnel-related documents, i.e., grievances, investigations, etc. Occasionally acts as resource for staff in directing who to contact regarding payroll, attendance records, personnel, etc.
- Assist the counseling staff in their casework, including interviewing inmates; assisting with inmate group sessions, and maintaining case files.
- Perform duties in reception and common areas as assigned.
- Contacts records regarding paperwork for walk-in prisoner commitments; notifies booking staff of prisoners waiting for processing.
- Retrieves booking and release information; researches and answers questions regarding prisoners' records.

08/03 – Present

Hunter Middle School
Drew, MS

Substitute Teacher

- Assume all duties of the classroom teacher promptly and in accordance with school rules.
- Follow the instructions left by the teacher or alert the administrator if there are no plans to follow.
- Maintain normal classroom routines and discipline procedures.
- Maintain a positive learning atmosphere in the classroom.
- Assume responsibility for overseeing kid’s behavior in the class and during lunch and other activities.
- Graded daily papers and left summary of work covered.
- Check to make sure all sufficient supplies were in the classroom to carry out lesson plans given.

Key Knowledge & Skills Area:
- Individual Counseling, Group Counseling, Screening, Implementing, Researching, Resolving, Communication, Decision Making, Facilitating, Problem-Solving, Listening, Analyzing, Mentoring, Evaluation

Technical Summary & Certifications:

Microsoft Office 2007

Professional Development:

Ciudad Community College, Completed Practical Nursing, 2009

Mississippi Valley State University, Masters in Criminal Justice, 2008

Mississippi Valley State University, BS in Criminal Justice, 2004

Drew High School, Diploma 1998

Achievement:

Empowerment Program 08/2013
Drew, MS

- The program offers weekly support groups for surrounding counties where young men can be themselves, get social support, build self-esteem and gain the motivation to complete their education. They get the opportunity to voice concerns on lifestyles, spirituality, manhood and more. Group members also learn leadership skills to help them flourish in their schools and communities but mostly have the opportunity to have a man's perspective on life for those who have no father figure at home.
I am Viscia Pointer, a thirty-five year old native of Drew, Mississippi. The mother of two boys, Anfernee and Talan, I have remained in Drew, Mississippi to empower and advocate for the city’s youth. May 1998, I graduated from Drew High School, whereas I pursued a Bachelor of Science degree (Criminal Justice) at Mississippi Valley State University. May 2008, I obtained a Masters Degree in Criminal Justice from Mississippi Valley State University. December 2009, I received my Practical Nursing Certificate from Coahoma Community College. Since 2004, I have been employed with the Mississippi Department of Corrections as a Correctional Treatment Counselor.
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

2. Full name

   Home Address

   Business Name and Address

   Phone Number

   E-mail address

<table>
<thead>
<tr>
<th>Jennie Lawis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001 Cypress Street</td>
</tr>
<tr>
<td>Cleveland, MS 38732</td>
</tr>
<tr>
<td>Reliable Tax &amp; Accounting Solutions, LLC</td>
</tr>
<tr>
<td>103 South Court Street</td>
</tr>
<tr>
<td>Cleveland, MS 38732</td>
</tr>
<tr>
<td>662/588-3113</td>
</tr>
<tr>
<td><a href="mailto:lewisjennie@yahoo.com">lewisjennie@yahoo.com</a></td>
</tr>
</tbody>
</table>

   Resume and professional bio are attached here. 

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? I agree that other
educational options should be available to our kids. I have passion for the mission, vision and all that the proposed charter school represents.

6. What is your understanding of the appropriate role of a public charter school board member? As I understand it, my role would be to support the mission and vision of the charter school. I also believe it would be my role to bring to the table the necessary skills (mine being broad ranging) needed to govern the charter 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. No prior experience. However, I have the requisite skills (i.e., financial management, budgeting planning, organizational/leadership skills, work well in a team environment, etc.) to positively support and carryout the mission and vision of the charter school.

8. Describe the specific knowledge and experience that you would bring to the board. See answer number 7 and attached resume.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs? The mission is to prepare our kids to be great... to think bigger... and to prepare them to be successful in their continuing education. Position the kids to make more positive decisions throughout their lives.

2. What is your understanding of the school’s proposed educational program? It is one that will foster a higher level of motivation and interest in education.

3. What do you believe to be the characteristics of a successful school? A few of them are local support, a clear mission, a large/diverse board have the needed skills, the right stuff, and a well-structured school environment.

4. How will you know that the school is succeeding (or not) in its mission? Testing results, communication with the parents, and stay in communication with other board members.

Governance

1. Describe the role that the board will play in the school’s operation. The governing board will exercise all powers of the school, except as otherwise provided by law, by the charter or by the bylaws.

2. How will you know if the school is successful at the end of the first year of operation? Whether or not there is visible evidence that the kids are thriving (measured by performance and test scores, feedback from the community, and measuring if operations exceeded the budget.

3. How will you know at the end of four years of the school is successful? I think this can be seen in whether enrollment numbers are up or down.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Consistent monitoring of the school’s performance, determining if we are operating within budget, consistent communication with other board members and key principals, getting feedback from parents and students, etc.

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? Discuss the issue with that individual, along with other board members. The board would collectively come to a decision... if the unethical behavior continued, I would remove myself from the board because I cannot be associated with unethical behavior. I hold integrity to the highest standard. Fairness means something to me...

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.
   ☑ 1/ 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.
   ☑ 1/ 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.
   ☑ 1/ 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.
   ☑ 1/ 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.
   ☑ 1/ 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 to 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: Jennie Lewis

Signature: [Signature]

Date: 2-22-2016
Jennie Lewis
1001 Cypress Street • Cleveland, MS 38732 • 662 548-3113 • lewisjennie@yahoo.com

Achievement-oriented financial professional with diversified experience in financial analysis, accounting, customer service and business support.

EDUCATION:

2007-May 2009    Delta State University    Cleveland, MS
Master of Business Administration
Major: General Business

2001-2006        Delta State University    Cleveland, MS
Bachelor of Business Administration
Major: Finance

1998-2001        Drew High School          Drew, MS
Diploma

WORK EXPERIENCE:

January 2010- Present    Reliable Tax & Accounting Solutions    Cleveland, MS
Accountant (Owner)

- Prepare income tax returns for individuals and small business owners
- Educate clients about tax laws (such as, address complex tax issues and tax deduction problems to clients)
- Provide payroll services to corporate firms and businesses
- Provide wealth management services (i.e., investment advisory disciplines that incorporate financial planning)

July 2013- November 2015   Rabo Agrifinance    Cleveland, MS
Relationship Analyst (Full-time)

- Stay up-to-date on agricultural industry, including monitoring market intelligence.
- Analysis and preparation of credit applications up to $10M in customer exposure to assist the RM and customer to properly structuring loans and services provided by RAF.
- Prepare industry research, operational/financial modelling analysis and ongoing maintenance of existing and new relationships including the preparation of annual customer reviews.
- Review and analyze financial accounting data, legal documents, contracts, proposals and other records and documents to complete financial credit analyses
• Assemble raw loan portfolio data from diverse sources into meaningful reporting information for use in quantifying and assessing asset quality of the portfolio as a whole and various segments and/or aspects of the portfolio.

March 2008- July 2013
Guaranty Bank & Trust Co
Financial Analyst (Full-time)
Greenville, MS

• Review and analyze financial accounting data, legal documents, contracts, proposals and other records and documents to complete financial credit analyses.
• Assemble raw loan portfolio data from diverse sources into meaningful reporting information for use in quantifying and assessing asset quality of the portfolio as a whole and various segments and/or aspects of the portfolio.
• Prepare and distribute formal reports derived from the review and analysis of information obtained presenting both quantitative and qualitative evaluations of asset quality of the overall portfolio and various segments and/or aspects of the portfolio and offering recommendations to effect improvement.
• Communicate clearly and professionally in both oral and written forms to internal and external customers.

Backup for AVP of the Credit Department

• Record new loans, establish relevant files, process loan payments and maintain loan records.
• Receive and respond to requests for information verbally or in writing.
• Research and gather pertinent information to calculate various values.
• Receive and respond to complaints and request for loan maintenance or other services.
• Research special issues and projects as assigned.
• Provided input support as needed.

August 2006- March 2008
Regions Financial
Drew, MS

Teller II (Full-time)

• Accurately conduct all credit and debit transactions to include receiving, checking and savings deposits/withdrawals, checking endorsements, and accepting checks for cashing.
• Issue travelers check, money orders, and official bank checks.
• Keep proper cash supply on hand and prepare daily proof record while maintaining an acceptable difference record.
• Deliver excellent customer service to all bank customers.
• Prepare various daily and monthly reports.
August 2003- May 2007  
**MDOC**  
**Parchman, MS**

*Correctional Officer II (Full-time)*
- Train, monitor and direct subordinate staff in daily routines
- Maintain security and inmate accountability to prevent disturbances, assaults, or escapes
- Provide effective crisis intervention and emergency response, such as, first aid and CPR.
- Identify inmate behavior changes

June 2001- August 2003  
**Ellis Turnage Law Firm**  
**Cleveland, MS**

*Accounting Clerk (Part-time)*
- Record the day-to-day financial transactions (e.g., accounts payable & general ledger activities)
- Reconcile accounts
- Assist with tax return compilation
- Prepare management’s monthly reports
- Perform other clerical duties (e.g., answer phone, run errands, & schedule appointments)
As a cheerleader on the sidelines in high school, I never imagined that one day I'd have a business of my own. Now, as one of the first African-American woman to own my own Tax, Accounting, and Insurance Company I am doing tremendous things. I am graduate of Delta State University with a Master's degree in Business Administration and Public Policy Analysis, and I also have a master's degree in accounting, also from DSU. I am a licensed CPA. Whenever time permits I love giving back to my community and hometown.
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

<table>
<thead>
<tr>
<th>1. Name of charter school on whose Board of Directors you intend to serve</th>
<th>Truth Academy STEAM Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Full name</td>
<td>Terry Lamont Tyler</td>
</tr>
<tr>
<td>Home Address</td>
<td>433 Central Street - Tutwiler, MS 38963</td>
</tr>
<tr>
<td>Business Name and Address</td>
<td>(662) 404-2229</td>
</tr>
<tr>
<td>Phone Number</td>
<td><a href="mailto:Terrytyler1219@yahoo.com">Terrytyler1219@yahoo.com</a></td>
</tr>
<tr>
<td>E-mail address</td>
<td></td>
</tr>
</tbody>
</table>

☒ 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 serve on the Board of the Chief of Police Association

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?

I would like to serve on this board because I believe that I would be a valuable community asset for the school and its students, school faculty and staff, parents, and surrounding community.
6. What is your understanding of the appropriate role of a public charter school board member? I understand that as a school board member, I would be held to the highest standards as I serve to govern the school community and its students.

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 great leadership skills while serving on the board of the Chief of Police Association .

8. Describe the specific knowledge and experience that you would bring to the board.

As Chief of Police in my community, I am viewed as a positive leader and servant of the community. I coach pee- wee (Little League) sports. I serve as minister of music in my church and try to be involved in as many other community activities within the community, so as to humanize my position as a police officer.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?

I understand that a school such as the one we proposed for our community will engage and prepare students through a rigorous, standards-based education that uses an arts integrated, STEM framework and provide the underpinnings for every child to be successful in college, work, and life.

2. What is your understanding of the school’s proposed educational program?

It is my understanding that the proposed school seeks to provide the kind of educational program that is motivational and non-traditional traditional in nature. Specifically, the educational program will be centered on a STEAM Pedagogy, framed by STEM education in one or more of the science, technology, engineering, and mathematics disciplines.

3. What do you believe to be the characteristics of a successful school?

A successful school is governed and supported by an open-minded board that oversees the employment of professional, competent, and caring teachers and other school staff.

4. How will you know that the school is succeeding (or not) in its mission?

Evaluations, surveys, and walkthroughs will be positive and all stakeholders will view the school as a true Center of Excellence; a model for teaching and learning.

Governance

1. Describe the role that the board will play in the school's operation.

The board will serve as the school's governing agency. It will establish and regularly review school policies and procedures.

2. How will you know if the school is successful at the end of the first year of operation?

We will know that the school is successful at the end of the first year of operation if academic performance is good, parent, student, and community surveys show a great deal of satisfaction with what goes on in the school.

3. How will you know at the end of four years of the school is successful?

We will see a steady rise in students' scores, retention of faculty and staff, and student retention as well as enrollment growth.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will monitor all programs, be knowledgeable enough about all aspects of the school, so as to serve as ambassadors for the school.
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? Call meetings to ensure that everyone is truly on board and remind them that we should act in a professional manner at all times. Of course, continued behavior that goes against what we stand for can ultimately result in dismissal from the board in accordance with the bylaws set forth by 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.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   - [X] I 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.
   - [X] I 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, custodian or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   - [X] I do not know any such persons
   - [ ] Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   - [X] I do not anticipate conducting any such business
   - [ ] Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   - [X] Not applicable because the school does not intend to contact with an education service provider or school management organization.
   - [ ] I 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.
   - [X] N/A
   - [ ] I 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.

X 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.

X Does not apply to me, my spouse or family  Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school’s board.

X None  Yes

Certification

I 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: Terry Tyler

Signature  02/18/2016

Truth Academy STEAM Charter School
TERRY L. TYLER

433 Central Street
Tutwiler, Ms 38663
662-404-2229

SUMMARY

Law Enforcement - Manages and leads police department staff-including administration, operations, civilian operations and code compliance, directly or through subordinate supervisors using leadership skills. Provides effective leadership ensuring that all functions within the Police Department are focused within an environment that is conducive to recognizing the creative attributes of all officers and civilians.

| • MS Chief of Police     | • OSC                        |
| • Security               | • First Aid                  |
| • Certified Instructor   | • Budgeting (Grant Writing)  |
| • TCTI                   | • Active Response Shooting   |

EXPERIENCE

Chief of Police

2010-2016

Ensures that the department offers and maintains an effective and positive Community Oriented Policing philosophy, for the purpose of maintaining the highest possible credibility level within the area. Develops, implements, monitors, and adjusts, as necessary, an effective communication system throughout the police department. Plans, coordinates, manages and evaluates police department operations. Develops policies and procedures for the Department in order to implement directives from the City Board. Ensures compliance with changing requirements in local, state, and federal laws, and accreditation requirements.

Police Officer

2007-2016

Security

Report timely to locations of criminal incidents. Conduct checking, collect proofs, arrest suspects based on specific legislation. Operates, mounds/discounts, zeros, and engages targets using night vision sight.

- Patrolling (on foot/car/bikes) to ensure no criminal activities are going on in localities.
- Assist public in response to requests regarding domestic violence, child abuse, theft, robbery and other criminal activities.
- Conducting arrests in regards to cases related to violation of human rights, security and peace of an area.
Funding

Grant Writing
Generates revenues for police Department through timely submission of well researched writing, and documented grant proposals to government officials:

- Preparing crime reports and presenting progress of any case to senior officers.
- Preparing crime reports and presenting progress of any case to senior officers.
- Identify funding opportunities and new program areas

Networking
Group up with groups that believed in making a difference. Certain groups donated multiple vehicles to Police Department.

- Increased awareness of the organization
- Able to develop targeted department goals
- Donations

Certifications

- Taser
- Mace
- PPCT
- First Aid
- Interactive Spanish Survival
- Intoxilyzer 8000

Instructor

- Tactical Rifle
- Handguns
- Firearm (SEMI AUTO)
- OC

Education

AA, General Education. May 2016.

M Charter School
Terry Tyler  
P.O. Box 144  
Tutwiler, MS 38963  

Future Charter School  
Drew, MS 38737  

Dear CEO  

First, I will like to take this time to graciously thank you for giving me the opportunity to express my deepest concern for the future Charter school, Ms. My name is Terry Tyler, I'm thirty-seven years of age and have resided in the Town of Tutwiler all my life. I'm married to Lakendra Tyler, and have one child. I am writing this letter of application to announce my interest in the position for one of your school board members. I believe the skills I have developed through my work experience, community involvement, and academic background unquestionably supports my candidacy. 

I have acquired many skills and I am very well educated and I believe it will be useful for this position as school board member. I am currently employed with the City of Drew as a Certified Chief of Police, and the West Tallahatchie School District as a Security Officer, where I received my High School Diploma and I also work with Tallahatchie County Sheriff Department. I am currently on the board of the Chiefs of Police Association, and Vice President of the Mid- Delta Law Enforcement Coalition Association. During my time as a correctional officer for the Marshall County Correctional Facility, in Holly Springs, MS, I was selected as a Sear Member and received special training in PPCT (Pressure Point Control Tactical) and OC Spray. I also have experience in Tallahatchie County where I serve as Fire Chief for the Vance Volunteer Fire Department. As a Volunteer Fireman, I have received several awards and acclamations for my performances. I'm licensed in the State of Mississippi as a lifetime instructor with tactical rifles, handguns, and shotguns, I'm also Taser and OC instructor. I'm nineteen (19) hours away from my Bachelor's Degree in Criminal Justice and one class away from an AA Degree. I am also blessed with a great network system of grant writing that will bring many grants to the school system. At this time, I'm pleased to announce my interest in becoming one of your school board members.

Truth Academy STEAM Charter School
I have many certifications and awards including:

- Graduate of Mississippi Delta Community College Law Enforcement Training Academy
- Basic Active Shooters Course #1 Certification
- Taser X26 Certification
- OC Survivor Basic Course
- Basic Semi-Auto Firearm Course
- Basic Radar Certification
- Selected Squad Leader of Class B-30
- State of Mississippi instructor in OC, Handguns, Tasers and Tactical Rifles

Much of my experience on my job and in the community has equipped me to work hard, and make firm and practical decisions for those individuals I am responsible for. For that reason, my motto is "Standing Strong through Adversity"; I believe when given the opportunity to serve as a school board member for your school, I will help the constituents in the stand to overcome diverse obstacles, re-enforce education, public safety and security, and restore trust in our school system. I look forward to putting my experience and other practical skills into use for the your school. Thank you for your time and consideration. Any questions or concerns please feel free to contact me at 662-404-2229.

Sincerely,

Mr. Terry Tyler

Truth Academy STEAM Charter School
## Staffing Chart

**Truth Academy STEAM Charter Elementary/Middle School Staffing Model and Rollout**

<table>
<thead>
<tr>
<th>Title</th>
<th>Year 1 2018</th>
<th>Year 2 2019</th>
<th>Year 3 2020</th>
<th>Year 4 2021</th>
<th>Year 5 2022</th>
<th>Capacity 2023</th>
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<tbody>
<tr>
<td>Executive Director</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>School Leader (Principal)</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Director of Curriculum &amp; Instruction</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Chief Financial Officer (CFO)</td>
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<tr>
<td>Assistant Principal</td>
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<td></td>
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<tr>
<td>Teachers (Core Subjects)</td>
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<td>12</td>
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<tr>
<td>Teachers (SPED / ELL)</td>
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<td>2</td>
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<tr>
<td>STEAM Coordinator</td>
<td></td>
<td></td>
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<tr>
<td>Information Technology (IT) Coordinator (STEM)</td>
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<tr>
<td>Guidance Counselor</td>
<td></td>
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<tr>
<td>Librarian</td>
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<td>Teaching Assistants</td>
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<td>Substitute Teacher</td>
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<td>Office Manager (Secretary I)</td>
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<td>Records Clerk (Secretary II)</td>
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<td>Food Services Personnel</td>
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<td>Custodial Staff</td>
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<td>2</td>
<td>2</td>
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<td><strong>Total Full Time Employees (FTE)s</strong></td>
<td><strong>18</strong></td>
<td><strong>23</strong></td>
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<td>Social Worker (PT)</td>
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<td>Cafeteria and Hall Monitor (PT)</td>
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<td>In-School Suspension (ISS) Officer (PT)</td>
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<td>.5</td>
<td>.5</td>
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<tr>
<td>School Nurse (PT)</td>
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<td>.5</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
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<tr>
<td><strong>Total Part Time Employees (PTE)s</strong></td>
<td><strong>1.25</strong></td>
<td><strong>1.5</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
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<tr>
<td><strong>TOTAL EMPLOYEES (FTE &amp; PTE)</strong></td>
<td><strong>19.25</strong></td>
<td><strong>24.5</strong></td>
<td><strong>32</strong></td>
<td><strong>38</strong></td>
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Truth Academy STEAM Charter School
Mission Statement
The mission of Truth Academy STEAM Charter School is to engage and prepare future-ready students through a rigorous standards-based education that uses an arts integrated STEM framework and to provide the underpinnings for every child to be successful in college, work, and life. Truth Academy STEAM Charter School graduates are expected to immediately take advantage of opportunities through post-secondary institutions and businesses.

Vision
Shades of Elegance Corporation envisions that Truth Academy’s STEAM graduates will be self-motivated, creative, and innovative thinkers and problem-solvers that are prepared to be trailblazers and leaders in the 21st century global workforce.

*Truth Academy STEAM Charter School is committed to equal opportunity and nondiscrimination in all programs, events and services, regardless of economic or social status and does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.*
## Truth Academy STEAM Charter Schools (TASCS) Employee Handbook

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RESTRICTIONS ON LEAVE

PERSONNEL/HUMAN CAPITAL

School Salary Range/Schedule
Teacher/Principal Salary Schedules

SALARY DEDUCTIONS

CHANGE OF ADDRESS AND TELEPHONE NUMBER

SCHOOL LEADER EVALUATION/TEACHER EVALUATION TOOL

MPES and Supplemental Leader Evaluation Tool
MTET and Supplemental Teacher Evaluation Tool

Discrimination/Harassment Grievances
Procedures: Filing a Complaint
Procedures: Investigation
Procedures: Decision and Appeal
Procedures: Appointing Complaint Managers

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SECURITY

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MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

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PERSONNEL CONFLICT OF INTEREST

Political Activities
Personnel Records
MISSION, OBJECTIVES, PARAMETERS, BELIEFS, & STRATEGIES

Mission Statement:
The mission of Truth Academy STEAM Charter School is to engage and prepare future-ready students through a rigorous standards-based education that uses an arts integrated STEM framework and to provide the underpinnings for every child to be successful in college, work, and life. Truth Academy STEAM Charter School graduates are expected to immediately take advantage of opportunities through post-secondary institutions and businesses.

Vision
Shades of Elegance Corporation envisions that Truth Academy’s STEAM graduates will be self-motivated, creative, and innovative thinkers and problem-solvers that are prepared to be trailblazers and leaders in the 21st century global workforce.

Academic Focus
Truth Academy STEAM Charter School students are expected to apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. The students will explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real-life issues and solve problems or challenges. As students progress through elementary school they will begin to independently integrate the STEAM Standards of Practice. They will understand how to apply the roles and views of STEM + Arts career professionals and analyze real-world issues, problems, or challenges as they incorporate STEAM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement. In short, Truth Academy STEAM Charter School students will thrive in a Science, Technology, Engineering, Arts, and Mathematics enriched curriculum. The STEAM focused education of our program will prepare students for further study in these areas and for careers in this highly sought after career field.

- To support our students as they seek academic excellence, we will offer:
  - STEM/STEAM Labs
  - STEAM focus woven within the curriculum
  - Computers in every classroom
  - Gifted and Talented Education
  - Music program
  - College-bound emphasis in all classrooms

The Need
As documented by Annual State- and District-level Report Cards, the students in the Sunflower County Consolidated Schools School District have continued to struggle with academic achievement. The current rating for the district is “D,” which means that to date; the district is continuing to struggle with little signs of making significant improvement. The founding group surveyed key community members, business owners, parents, and students and found a general
consensus among them that an alternative system of educational delivery is overdue. The founding group also researched the effectiveness of charter school education versus traditional education delivery and found that effectively operated charter schools with strong researched-based instructional programs tend to perform better than traditional educational programs, especially if those schools began rigorous academic programs in the early years of the students’ educational lives (Grades K - 5).

Truth Academy STEAM Charter School will serve all children well, taking care to be especially tuned to the unique needs and strengths of students who now have few educational options, many of whom are living in poverty. Of the approximate 3,946 students enrolled in the Sunflower County Consolidated School District, 98.6% are considered economically disadvantaged. Four hundred eighty-one (12.2%) of the total population are classified as students with disabilities. The racial make-up of the district’s students is approximately 3,788 (96%) Black; 95 (2.4%) White; 63 (1.6%) Hispanic; and less than 5% multi-racial, or Asian/Pacific Islander. While the first language of 99% of the district’s public school students is English, approximately 2.1% are classified as Limited English Proficient (LEP) and we expect that number to increase with the steady increase of Hispanic families into the district. Seventeen secondary and less than 5% Elementary students are classified as students with disabilities; 18 (95%) of these are also considered economically disadvantaged; and 3,828 (97%) of Sunflower County Consolidated School District’s students are eligible for Title I services; they qualify for free or reduced school lunch. This includes the LEP population.

While statewide standardized assessments showed that students made marginal academic gains at some grade levels in both reading and mathematics, the average range of scores over the three-year period published online (2013, 2014 for MCT2, the Partnership for Assessment of Readiness for College and Careers (PARCC) in 2015, and the Mississippi Assessment Program (MAP) is 20s and 30s. Sunflower County Consolidated Public Schools, particularly in the primary grades, consistently perform in the lowest 5%. The district’s leadership partly attributes the low scores to the district’s ongoing struggle to adequately serve students with special needs, especially those who are low income, school-dependent learners. By offering a wide range of educational programming options, TASCS will attract and meet the needs of students from across rural Sunflower County Consolidated Schools’ (Drew’s in particular) socioeconomic, cultural and growing linguistic spectrum.

Targeted Population of Students
Demand for academically challenging, progressive education in the Drew/Sunflower County Consolidated Schools community far exceeds the number of seats that will ever be available at Truth Academy STEAM Charter School. Over a hundred and forty families have already expressed interest in applying to our school and we have not yet begun our general recruitment campaign. We have received the signatures of an additional 107 families (not including founders) expressing interest in sending their children to Truth Academy STEAM Charter School, if approved. This interest includes students whose first language is not English, particularly when they heard about our proposed unique language and support/enrichment programs.

Planned Community Outreach
Truth Academy STEAM Charter School will rely on a vast array of community resources and organizations to provide students with sufficient structure and support. Families—the school’s most important partners—will be expected to monitor schoolwork, communicate effectively with TASCS, and ensure that students arrive on time every day. The school will keep families involved and well-informed through orientations, family nights, family/teacher conferences, family breakfasts, bi-weekly advisor/family phone calls, newsletters, monthly academic progress reports, a Homework Hotline, evening programs, and a Family Involvement Committee.

**Individual or organizational history of success/accomplishments in education** - New School
## TEACHER RECRUITMENT TIME LINE

<table>
<thead>
<tr>
<th>Teacher Recruitment Timeline Activity</th>
<th>Strategy</th>
<th>Person Responsible</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Job Posting - Teachers</td>
<td>Place job ads in newspaper, television, social media and school website.</td>
<td>* Executive Director * Principal</td>
<td>Jan – April 2018</td>
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<tr>
<td>Career Fair</td>
<td>Accept application and resumes/ interview &amp; recruit</td>
<td>* Executive Director * Principal</td>
<td>March 2018</td>
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<tr>
<td>Interview Teachers</td>
<td>Interview potential teacher/ review credentials</td>
<td>* Executive Director * Principal</td>
<td>Apr – May 2018</td>
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<tr>
<td>Teacher Contracts</td>
<td>Employment Contract Negotiations</td>
<td>* Board Members * Executive Director * Principal</td>
<td>Apr – May 2018</td>
</tr>
<tr>
<td>Hire Teachers</td>
<td>Approve recommended contracts</td>
<td>* Board Members * HR Committee</td>
<td>May 1, 2018 - May 25, 2018</td>
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<tr>
<td>Teacher Orientation</td>
<td>Orient new staff to the school protocols.</td>
<td>* Board President * Executive Director * Principal</td>
<td>July 2018</td>
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<tr>
<td>In-service</td>
<td>Teacher training and in-service</td>
<td>* Executive Director * Principal</td>
<td>July 15 – 26 2018</td>
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<tr>
<td>Opening 2018 - 2019</td>
<td>Implement in-service training</td>
<td>* Principal</td>
<td>August 2018</td>
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</table>

At capacity, Truth Academy STEAM Charter School will hire appropriately 32 licensed staff in accordance with the Elementary and Secondary Education Act (ESEA) insuring that each hired staff is highly qualified in the specific content teaching area. Additionally, TASCS will hire approximately 8 paraprofessionals and 2 office staff. All TASCS staff will undergo fingerprinting and criminal background check through MBI (Mississippi Bureau of Investigations) to include any past charges of maltreatment of a child. The governing board will appoint a HR Committee and Grievance Committee to implement school policies on hiring and dismissing school personnel. Selection criteria for proposed staff will include screening candidates for their understanding around the following key areas:

- STEM and STEAM instructional understanding knowledge and skill
- Credentials/expertise to include student achievement data (if applicable)
- Documented teacher past performance
- Professional development
Hiring
All applications are available at the school. Please see the office staff or school principal. Applications for all staff must be completed by the applicant and signed by the Principal and submitted to the Human Resources Department by the Principal. The Human Resources Department will conduct all necessary verifications for employment before an offer is made to an applicant. All positions are subject to approval by the Board. Truth Academy STEAM Charter School and Board are an Equal Opportunity Employer. TASCS and the Board do not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities.

Job Descriptions
School leadership Job Descriptions can be found in the Charter Proposal Attachments 9 and 10

PERSONAL, PROFESSIONAL, ACADEMIC AND GOVERNMENT SERVICE LEAVE

Personal and Professional Leave – Personal and professional leave shall be granted in accordance with laws of the State of Mississippi and rules and regulations of the State Board of Education. Certified employees shall earn personal and professional leave at the rate of one day for each half-year employed for a total of two (2) days per year. Any personal and professional leave remaining unused at the end of a year shall be credited to sick leave.

If, at the termination of services, any employee has been absent for more days than leave has been earned, an amount sufficient to cover the excess days used shall be deducted from the employee’s final salary payment.

Personal leave is used for personal reasons only. The approval of the Executive Director, a designee, or the Board shall be required under the following conditions:
1. Except in emergency, each employee shall give the Principal at least one day’s notice in writing of intent to take leave.
2. If more than ten percent (10%) of the teachers in any given school request its use on the same day.
3. If requested during any prior established student examination period.
4. If requested on the day immediately preceding or following a holiday or vacation period.

Professional leave is a short, temporary absence for the purpose of attending workshops and other meetings relating to school business or serving on boards and commissions which meet during daytime hours when appointed by a mayor, city council, county executive or county commission. Requests shall be submitted to the principal at least five (5) days prior to requested personal and professional leave of absence.

In addition, certified employees shall be granted leave to serve on any board or commission of the state when the appointment is made by the Governor or General Assembly. Such leave shall not be counted against any other accumulated leave credits. The employee shall notify the Principal at least five (5) days prior to leave being taken.

Academic Leave – In addition, all employees shall be entitled to a leave of absence without pay, not exceeding one (1) year to further their education, or a full-time basis, provided such
academic work entails a minimum of at least eight (8) hours per semester of twelve (12) quarter hours per quarter. No employee shall be eligible for one such leave every 7 years of consecutive service in this system.

**Government Leave** – Employees who have been elected to state or local law-making bodies shall be granted leave without pay for the time those law-making bodies are in official session or while attending official meetings outside the session.

**Substitute and Interim Teachers**
- Substitute teachers are those teachers used to replace teachers on leave or to fill temporary vacancies as defined by the Mississippi Adequate Education Program (MAEP) and granted under written local school board policies. All substitute teachers shall be employed and paid by the TASCs board.
- Currently, The Mississippi Department of Education does not require substitute teachers working in the state to have a license or permit. However, to ensure ongoing quality of instruction, TASCs will require a minimum of an associate’s degree.
- Positions vacated for less than twelve (12) months by teachers on leave shall be filled with an interim teacher for such time as the teacher is on leave.
  - Non-certified substitute teachers are paid a rate of $65.00 per day.
  - Certified substitute teachers are paid a rate of $87.50 per day.
  - Substitute teachers serving in terminal positions (more than 3 weeks) are paid at a rate of $100 per day. Only certified substitutes will serve in terminal positions.

**Principal-Teacher Conferences**
Each teacher should have at least one conference each term with his/her principal. These conferences should provide the opportunity for a discussion of any problems and serve as a basis for understanding between the teacher and the principal. Teachers are urged to request the conference if it has been overlooked by the principal during any term.

**Certification**
A copy of Mississippi Regulations for Certification of Teachers is available in each principal’s office. Applications for teacher certificates, renewals, and additional endorsements may be obtained from the Mississippi Department of Education Office of Teacher Licensing.

**Tenure**
Tenure will be granted in accordance with Mississippi State regulations; that is teachers must have served a minimum of two (2) academic years in Mississippi and one (1) in the (Local Education Agency (LEA).

**Professional Development**
Truth Academy STEAM Charter School’s principal instructional staff will engage in a minimum of 102 hours of strategic professional development throughout the school year. The following professional development scope and sequence give insight into projected professional development for school administration and staff throughout the implementation year 2018–2019.
The school will follow a first year professional development plan aligned with the following Professional Development Scope and Sequence. All school professional development will center around three primary categories:
- STEAM Instructional Models
- Data-Driven Instructional Culture
- School Improvement Plan (SIP)

### PROFESSIONAL DEVELOPMENT PLAN - SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>MONTH/YEAR</th>
<th>PRINCIPAL PD TOPICS</th>
<th>TEACHER PROFESSIONAL DEVELOPMENT</th>
<th>ASSESSMENT SCHEDULE RESPONSIBLE PERSON(S)</th>
</tr>
</thead>
</table>
| JULY 2018  | 1. Standards for School Improvement Plan  
            2. How to extract, and develop teacher PD around incoming student spring test data  
            3. Resourcing the school for opening  
            4. First day/week planning for school operations  
            5. Academic dashboard development for board reporting  
            6. IDEIA and Students with Disabilities  
            7. Staff handbook | 1. Technology interventions in Science  
            2. STEAM instructional design aligned with the Common Core Standards  
            3. Expectations for Teacher PLC’s  
            4. Engineering as everyday instruction  
            5. How to make Math work best for students  
            6. School leadership team nominations | No Assessments |
| AUGUST 2018| 1. Common interim assessments based on the core content standards  
            2. Uses of school data rooms for building a data-driven culture  
            3. Effective uses of classroom technology  
            4. Conduct first faculty conference establishing goals and objectives for the new year  
            5. Careful review of all student records and transcripts | 1. Weekly PLC’s  
            2. Effective uses of classroom technology for instruction  
            3. School Improvement Plan Process, committees and chairpersons  
            4. STEAM School-Wide Implementations  
            5. School leadership team meeting and collaborating | 1. Daily performance indicators  
            2. Weekly common assessments in-line with core content standards |
| SEPTEMBER 2018 | 1. Academic culture  
                  2. Review Budget Allocations  
                  3. Developing a plan for academic interventions during the school day  
                  4. Student performance documentation for parents  
                  5. School Leadership Team | 1. Creation of a school wide calendar for all staff that highlights special events, programs, open school days and nights, and celebrations  
            2. Discussions around student discipline and | 1. Daily student assessments measured against performance indicators  
            2. Weekly Common Assessments in-line with the core content state standards |
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Interventions</th>
<th>PD Facilitators:</th>
</tr>
</thead>
</table>
| OCTOBER 2018 (Full-day PD) (October 23rd) | (SLT) review for board of directors  
1. Review attendance plan for new school year  
2. Finalize decisions with instructional team and guidance team of any school trips that will be taken by students and staff for instructional exposure | interventions to classroom behavioral issues  
3. SWOT analysis for organizational development | Executive Director  
TASCS Principal  
SLT |
| NOVEMBER 2018 | 1. Account Monitoring  
2. M-STAR Teacher Evaluation Cycles  
3. M-STAR Teacher Observation schedules  
4. Student attendance due to weather conditions | 1. Analyzing and reviewing the results of student interim assessment data  
2. Train teacher to integrate appropriate interventions in daily lessons, homework, assignments, etc.  
3. School Improvement Plan committee processes and reporting  
4. STEAM School-Wide Implementation | Daily students assessments on standards  
Weekly Common Assessments in-line with common core standards  
1 of 3 - Cumulative formative assessment, one of three, on what student should know before leaving their current grade level  
Quarterly student reports to all parents |
| DECEMBER 2018 | 1. First semester reflections | 1. Reflections on the first semester  
- Academics  
- Student Behavior  
- Community Issues  
2. Focus areas for Second Semester  
3. School Improvement Plan Process and committee semester report outs | Daily students assessments based on identified performance indicators  
Weekly Common Assessments in-line with core content standards |
|            | PD Facilitators:  
PLCs  
TASCS Principal | PD Facilitators:  
Executive Director  
TASCS Principal  
Teachers |
<table>
<thead>
<tr>
<th>JANUARY 2019</th>
<th>1. Completion of the staff evaluation process  2. Recruitment of new students and staff for upcoming school year  3. Collection and review of all mid-year evaluations</th>
<th>1. Spring “ramp-up” to identify student areas of deficiency in preparation for the spring assessment  2. Reflect on Semester 1 STEAM School-Wide implementation</th>
<th>1. Distribute end-of-term report cards to all parents  2. Daily students assessments based on identified performance indicators  3. Weekly Common Assessments in-line with the state curriculum  4. 2 of 3 formative assessment measuring what students should know at this point in the school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Full-day PD)  (January 2nd)</td>
<td></td>
<td></td>
<td>Facilitator: TASCS Principal</td>
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</tbody>
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<tbody>
<tr>
<td></td>
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<td>PD Facilitators  PLC Team Leaders  TASCS Principal</td>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitators:  Principal  Building Testing Coordinator (BTC)  Teachers</td>
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### APRIL 2019
(Full-day PD)  
(April 2nd)

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Preparation of new master schedule for next year</td>
</tr>
<tr>
<td>2.</td>
<td>2019-2020 enrollment</td>
</tr>
<tr>
<td>3.</td>
<td>Continued classroom visits</td>
</tr>
<tr>
<td>4.</td>
<td>Finalizing interim assessments end of April or first of May</td>
</tr>
<tr>
<td>5.</td>
<td>Review data of students involved in academic interventions</td>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>School/community relations</td>
</tr>
<tr>
<td>2.</td>
<td>Enrichment programs</td>
</tr>
<tr>
<td>1.</td>
<td>Spring 2018 Summative (STATE) Assessments</td>
</tr>
</tbody>
</table>

Facilitators:  
BTC Principal

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### MAY 2019

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Preparation of year-end staff evaluations/ratings</td>
</tr>
<tr>
<td>2.</td>
<td>End-of-year school closeout procedures</td>
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<tbody>
<tr>
<td>1.</td>
<td>End-of-year professional development aligning the schools mission, values, and beliefs</td>
</tr>
<tr>
<td>2.</td>
<td>Plan for new grade level in the fall</td>
</tr>
<tr>
<td>3.</td>
<td>Use latest interim assessment data to inform next years’ practices</td>
</tr>
<tr>
<td>1.</td>
<td>Weekly Common Assessments in-line common core standards</td>
</tr>
</tbody>
</table>

Facilitators:  
BTC Principal

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### JUNE 2019

<p>| | |</p>
<table>
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<tr>
<td>STEAM Instruction Summer Institute (when applicable) Technology Summer Institutes (when applicable)</td>
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<tbody>
<tr>
<td>No Assessments</td>
<td></td>
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</table>
PD Facilitators:  
Executive director  
TASC Principal |

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### JULY 2019

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<tr>
<td>Summer PD July 15 -19 and July 22 - 26</td>
<td>Summer PD July 15 -19 and July 22 - 26</td>
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</table>
|  | Executive Director  
TASC Principal |

### COMPLAINTS AND GRIEVANCES

**Employment-Related Complaints/Grievances** – The Board believes that differences of opinions arising in the course of employment should be resolved as quickly as possible and at the lowest supervisory level.

However, in instances where an individual employee feels for personal reasons that he/she cannot discuss a problem with his/her immediate superior, he/she may take the problem directly to the director of schools. After review of the problem, the Executive Director shall take action as he/she deems appropriate and within a prompt, reasonable time shall notify all parties concerned of his finding.

**Record Keeping**  
*Teacher’s Record Book:* Each teacher is required to keep a class record book reflecting an accurate record of the classroom work and daily attendance of each pupil. The class record book is to be left with the principal on the last day of school. In some cases, other means of record
keeping will be required. The principal is responsible for informing the teacher concerning these procedures.

**Textbook Records.** Each teacher is responsible for requisitioning needed textbooks. The teacher shall record the student’s name, date of issuance, condition of book, and book number on the proper forms. The teacher is responsible for periodic inspections of the books. At the end of the school year, the teacher is required to determine the condition of the book and notify principal in writing, if fines would be necessary.

**Lesson Plans:** Daily lesson plans shall be kept in duplicate, one copy to be kept in the teacher’s plan book and one copy submitted to the principal via email, **no later than 8:00 a.m.** on Monday of the week they are to be executed.

**Absence from Work**

When a teacher is unable to be in school, the teacher shall notify the principal as soon as it has been determined that the teacher will be absent (before 7:00 a.m. if possible). If a third party is asked to relay the message that a teacher is to be absent, the teacher is held responsible for ascertaining that proper notification has been made. All substitute teachers will be selected from a list approved by the Executive Director and Principal.

In accordance with Mississippi Code Annotated § 37-7-307, Section 6(a), when a teacher is absent from work without approval from the principal for reasons not provided for by the state sick leave regulations or by personal and professional leave regulations, payroll deductions will be made for each day of such absence on the basis of 1/200 of the annual salary for each day of absence. The preceding statement applies to absence from in-service training as well as absence from the classroom. The principal may require a certificate from a physician for any sick leave.

**SICK LEAVE**

The definition of “sick leave” § 37-7-307, Section 6(a), as contained in RULES AND REGULATIONS of the Mississippi State Board of Education is herewith noted: “sick leave” shall mean leave of absence because of: 1) illness of a teacher from natural causes or accident; 2) quarantine; or 3) illness or death of a member of the immediate family of a teacher, including the teacher’s wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, or sister-in-law. However, upon written request of the teacher accompanied by a statement from her physician verifying pregnancy, any teacher who goes on maternity leave shall be allowed to use all or a portion of her sick leave for maternity leave purposes during the period of her physical disability only, as determined by a physician.”

A teacher employed by Truth Academy is credited with one day of sick leave for each twenty days worked during the school year (ten days for a full year of service.) The substitute for a regular teacher absent for illness is paid according to the certification status of the substitute teacher (See page 11 under the section entitled, “Substitute and Interim Teachers.”). Upon expiration of accumulated sick leave, the Board is required to employ a certificated substitute and such substitute will be paid on the basis of training and experience.
Long Term Leaves of Absence

Application for leave - All leaves shall be requested in writing at least thirty (30) days in advance on forms adopted by the LEA and uniformly used throughout the Sunflower County Consolidated School District. The thirty-day notice may be waived or reduced by the principal or upon a certified statement of physician approved by the director of schools.

School board’s action on application - Each request for leave must be acted upon in accordance with board policy, and negotiated contract, or applicable state of federal law by the school principal within fifteen (15) days. Each applicant shall be notified in writing of the action of the principal, and the beginning and ending dates of the leave which is granted.

Term and extension of leave - All leaves, except military leave, shall be from a date certain to a date certain; however, any leave may be extended to a later specified date upon written request from the teacher. The procedure for extending a leave and the conditions under which a leave may be extended are the same as those used when originally requesting and granting the leave. Military leave and leave to hold legislative office shall be granted for whatever period may be required.

Teacher’s reinstatement after leave - Upon return of the teacher within the twelve (12) months, the interim teacher shall relinquish the position, and the teacher shall return thereto. If the leave exceeds twelve (12) months, the teacher shall be placed in the same or a comparable position.

Teacher not returning after leave - Any teacher on leave shall, at least thirty (30) days prior to the date of return, notify the superintendent in writing if the teacher does not intend to return to the position from which he is on leave. Failure to render such notice may be considered breach of contract.

Effect of leave on teacher’s rights - Any teacher on leave shall retain any accumulated tenure, salary or fringe benefit credits, and such leave shall not be construed to work a forfeiture of any accumulated tenure, salary or fringe benefit credits.

FAMILY AND MEDICAL LEAVE

Purpose – To entitle employees to take reasonable leave for medical reasons, for the birth or adoption of a child, and for the care of a child, spouse or parent who has a serious health condition.

Eligibility – Anyone who has been employed for at least twelve (12) months by the Truth Academy STEAM Charter School or anyone who has at least 1,250 hours of service (hours used for leave, even Family and Medical Leave Act of 1993 (FMLA) leave, shall not be credited for service for purposes of FMLA eligibility during the previous twelve month period.

General principles

1. Any employee shall be granted, upon request, up to 12 weeks unpaid leave for the birth or adoption of a child or the care of a child, spouse, or parent who has a serious health condition (Any female requesting leave due to pregnancy and childbirth shall be granted at least 4 months leave.)
2. Any employee on maternity leave shall be permitted to use accumulated sick leave during the period of actual physical disability only. Otherwise, the maternity leave shall be unpaid leave. A teacher may use up to 30 days of accumulated sick leave for the adoption of a child. If both adoptive parents are teachers, only one parent may request leave. Written verification from the adoption agency or other entity handling the adoption shall be required before the leave is granted.

3. The principal, when determining the period of actual physical disability, may require a physician’s statement.

4. Request for leaves and extension of leaves shall conform to state law governing all leaves of absence.

QUALIFYING EXIGENCIES

Qualifying exigencies include:

- Issues arising from a covered military member’s short notice deployment (i.e., less days of notice) for a period of seven days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to active duty or call to active duty status of a covered military member;
- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member; the need for which arises from the active duty or call to active duty status of the covered military member;
- Taking up to five days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered military member’s active duty status, and addressing issues arising from the death of a covered military member; and
- Any other event that the employee and employer agree is a qualifying exigency.

MILITARY CAREGIVER LEAVE

An eligible employee who is a spouse, child, parent, or next of kin of a covered service member with a serious injury or illness shall be granted up to a total of 26 workweeks of unpaid leave during a “single 12-month period” to care for the service member. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. A serious injury or illness is one that was incurred by a service member in the line of duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank, or rating. The “single 12-month period” for leave to care for a covered service member with a
serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of the 12 month period established by the employer for other types of FMLA leave. An eligible employee is limited to a combined total of 26 work weeks of leave for any FMLA-qualifying reason during the “single 12-month period.”

RESTRICTIONS ON LEAVE

1. For foreseeable leave, the employee shall provide the principal with at least thirty (30) days written notice before the beginning of the anticipated leave.

2. The Principal may require that a request for leave be supported by certification issued by a health care provider with the following information:
   a. the date on which the serious health condition commenced;
   b. the probable duration of the condition;
   c. the appropriate medical facts within the knowledge of the health care provider regarding the condition; and
   d. a statement that the eligible employee is needed to care for the son, daughter, spouse or parent and an estimate of the amount of time that such employee is needed.

3. If there is any reason to doubt the validity of the certification provided, the principal may require, at the expense of the organization, an opinion of a second health care provider.

4. Once it has been established that the leave requested qualifies for FMLA, the Principal/designee shall notify the employee within two (2) business days (absent extenuating circumstances) that any leave taken pursuant to state leave statutes (paid vacation leave, personal leave, sick leave or worker’s compensation) shall run concurrently with FMLA leave. The notice may be given orally or in writing. If the notice is oral, it shall be confirmed in writing, no later than the following pay day.

5. Intermittent Leave – When a licensed employee requests foreseeable leave for planned medical treatment and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the school may require that such employee elect whether to take the leave for periods of a particular duration, not to exceed the duration of the planned medical treatment or to transfer temporarily to an available alternative position for which the employee is qualified, and that has equivalent pay and benefits and better accommodates recurring periods of leave.

6. Period Near the End of an Academic Term (professional employees) – If leave is taken more than five (5) weeks prior to the end of the term, the director of schools may require the employee to continue taking leave until the end of the term if the leave is at least three (3) weeks of duration and the return of employment would occur during the three (3) week period before the end of the term. If the leave is taken five (5) weeks prior to the end of the term, the director of schools may require the employee to continue taking leave until the end of the term if the leave is greater than two (2) weeks duration and the return to employment would occur during the two (2) week period before the end of the term.
7. Spouses employed by Truth Academy STEAM Charter School are limited to a combined total of 26 work weeks in a “single 12-month period” if the leave is to care for a covered service member with a serious injury or illness, and for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

PERSONNEL/HUMAN CAPITAL
Truth Academy STEAM Charter Schools will follow and utilize an employee handbook and employment practices in correlation with the Mississippi Department of Education/Human Resources. Truth Academy STEAM Charter School will use employment contracts with all new-hire employees. TASCs also recognizes that Mississippi is an at-will employment state. No positions will be grant funded at this time.

School Salary Range/Schedule
In Year 1, Truth Academy STEAM Charter Schools will begin with 10 certificated instructional personnel (140 students), expanding to 16 certificated instructional staff by the fifth year of operations (360 students). Two full time equivalent positions will be associated with teaching specialist positions (SPED, ELL). All certificated instructional personnel will be contracted for 193 days (180 instructional days, 3 full-day professional development days, and 10 summer training sessions).

The starting salary for general instruction teachers will be based upon the adopted salary scale. We anticipate hiring entry-level faculty Teachers & Teaching Specialists (ELL, SPED). Teaching Specialist will develop shared approaches to meeting the needs of special education students at Truth Academy STEAM Charter School rather than in out-of-school placements. The salaries for teachers will begin at $40,000 and $42,000 for teacher specialist with the opportunity to achieve an annual salary of 42,455 and $44,577 respectively in the fifth year of operation. This is based on meeting pay plan goals related to student achievement, classroom observations, and organizational goals. The budgeted salary for each teacher/teaching specialist in Year 1 is expected to increase annually at an average rate of 1.5 percent.

The governing board will employ a Principal to serve as School Leader. The Principal will be responsible for maintaining the academic integrity of the school. The Principal will also be responsible for meeting and maintaining the staffing needs, equipment, supplies and materials necessary to advance completion of the school’s improvement goals. The Board will also employ an Executive Director (ED), who will serve as Chief Academic Officer. The ED coordinates all Curriculum and Instruction matters, plans and conducts professional development activities, and trains other administrators and new hires. The ED also serves as liaison between the Board of Directors and the Principal and School. Administrative positions are 12-month. All full-time school staff will be given the option of participating in major medical, health and dental insurance option coverage. Teacher and Administrative Personnel Salary Schedules are on the following page
Truth Academy STEAM Charter School
2018 - 2019 Teacher Salary Schedule

| Years of Exp. | B.A. Certified | | | M.A. Certified | | | Ed.D/Ph.D Certified |
|--------------|---------------|----------------|----------------|----------------|----------------|----------------|
| 0-1          | 3,333.33       | 4,000.00       | 40,000.00      | 3,750.00       | 4,500.00       | 45,000.00      | 4,166.67       | 5,000.00       | 50,000.00      |
| 2            | 3,383.33       | 4,060.00       | 40,600.00      | 3,806.25       | 4,567.50       | 45,675.00      | 4,640.62       | 5,568.75       | 55,678.44      |
| 3            | 3,434.08       | 4,120.90       | 41,209.00      | 3,863.34       | 4,636.01       | 46,360.13      | 4,698.63       | 5,638.36       | 56,383.56      |
| 4            | 3,485.59       | 4,182.71       | 41,827.14      | 3,921.29       | 4,705.55       | 47,055.53      | 4,757.36       | 5,708.84       | 57,088.32      |
| 5            | 3,537.88       | 4,245.45       | 42,454.54      | 3,980.11       | 4,776.14       | 46,361.36      | 4,816.83       | 5,780.20       | 57,801.96      |
| 6            | 3,590.95       | 4,309.14       | 43,091.36      | 4,039.82       | 4,847.78       | 48,477.78      | 4,877.04       | 5,852.45       | 58,524.48      |
| 7            | 3,644.81       | 4,373.77       | 43,737.73      | 4,100.41       | 4,920.49       | 49,204.95      | 4,938.00       | 5,925.60       | 59,256.00      |
| 8            | 3,699.48       | 4,439.38       | 44,393.80      | 4,161.92       | 4,994.30       | 49,943.02      | 4,999.75       | 5,999.70       | 59,999.00      |
| 9            | 3,754.98       | 4,505.97       | 45,059.70      | 4,224.35       | 5,069.22       | 50,692.17      | 5,062.25       | 6,074.70       | 60,747.00      |
| 10+          | 3,811.30       | 4,573.56       | 45,735.60      | 4,287.71       | 5,145.25       | 51,452.55      | 5,125.53       | 6,150.63       | 61,506.36      |

Note: Teachers/Certified staff with more than 5 years will start at the 5-year step within their education qualifications. Pay periods are bi-weekly.

Truth Academy STEAM Charter School
Principal/Assistant Principal
2018 - 2019 Salary Schedule

| Years of Exp. | Principal | | | Assistant Principal |
|--------------|-----------|----------------|----------------|
|              | 12 Monthly Installments | Bi-Monthly Payments | Annual Salary | 12 Monthly Installments | Bi-Monthly Payments | Annual Salary |
| 0-1          | 5,833.33 | 2,916.67 | 70,000.00 | 5,416.67 | 2,708.33 | 65,000.00 |
| 2            | 6,586.69 | 3,293.35 | 71,050.00 | 5,497.92 | 2,748.96 | 65,975.00 |
| 3            | 6,718.42 | 3,359.21 | 72,115.75 | 5,580.39 | 2,790.19 | 66,964.63 |
| 4            | 6,852.79 | 3,426.39 | 73,179.49 | 5,664.09 | 2,832.05 | 67,969.09 |
| 5            | 6,989.85 | 3,494.92 | 74,295.45 | 5,749.05 | 2,874.53 | 68,988.63 |
| 6            | 7,129.65 | 3,564.82 | 75,409.88 | 5,835.29 | 2,917.64 | 70,023.46 |
| 7            | 7,272.24 | 3,636.12 | 76,541.03 | 5,922.82 | 2,961.41 | 71,073.81 |
| 8            | 7,417.68 | 3,708.84 | 77,689.14 | 6,011.66 | 3,005.83 | 72,139.92 |
| 9            | 7,566.03 | 3,783.02 | 78,854.48 | 6,101.83 | 3,050.92 | 73,222.02 |
| 10+          | 7,717.35 | 3,858.68 | 80,037.30 | 6,473.41 | 3,236.71 | 77,680.92 |

Note: Principals and Central Office Administrators with more than 5 years will start at the 5-year step within their education qualifications. Salaries at Masters +45 level are paid $1,000 above their base salary; Doctoral levels paid $2,500 above their base salary. Pay periods are bi-weekly.

Note: Assistant Principals with more than 5 years, will start at the 5-year step within their education qualifications. Pay periods are bi-weekly occurring on the fifteenth and last day of each month. $500 added for Masters + 45 and $1,000 added for doctoral credentials. Pay periods are bi-weekly.

**SALARY DEDUCTIONS**
- Mandatory deductions are made from the teacher’s monthly salary in payment for Withholding Tax, Mississippi Retirement Contributions, and Social Security Tax.
Optional deductions will be made upon authorization by the teacher into any of the following:

- Bank/Savings Institutions and account number for purpose of automatic check deposits
- Group insurance premiums as approved by the Board of Directors
- Tax-sheltered annuity or deferred compensation plans as approved by the Board

**CHANGE OF ADDRESS AND TELEPHONE NUMBER**

Immediate notice should be given to the school principal and to the Personnel Department when a change of address/residence and/or telephone number occurs within the school year. A new personnel card must be completed and sent to the Personnel Department.

**SCHOOL LEADER/TEACHER EVALUATION TOOL**

**MPES, M-STAR, and Supplemental Leader Evaluation Tool**

In the founding year (2018-2019) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Principal Evaluation System (MPES), which is designed to fulfill federal requirements and conform to the *Mississippi Standards for School Leaders*, will be used to evaluate the school leader (Principal). However, in year six of school implementation, Truth Academy will supplement the MPES Evaluation Framework with the *Marzano School Leadership Evaluation Model* for evaluating the performance of the Executive Director and the Principal. The TASCS Board of Directors will evaluate the Executive Director and School Leader on an annual basis.

Also in the founding year (2018-2019) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) in its efforts to improve the professional performance of all TASCS teachers. In Year 6 of implementation, Truth Academy STEAM Charter School will supplement the M-STAR Evaluation Tool with the Marzano Teacher Evaluation Tool (MTET) in alignment with the school leader evaluation tool.

**Discrimination/Harassment Grievances** - Employees should notify the Executive Director or Human Resources Manager if they believe the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute or board policy including:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Claims of sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972

The Executive Director or Human Resources Manager will endeavor to respond and resolve complaints.
Procedures:

1. **Filing a Complaint** – An employee who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the Executive Director or Human Resources Manager. The employee may request a complaint manager of the same gender. The complaint manager may assist the employee in filing a grievance.

2. **Investigation** – The complaint manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The complaint and identity of the complainant will not be disclosed except (1) as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3) as authorized by the complainant. The complaint manager shall file a written report within ten (10) days of the filing of the grievance with the director of schools, which outlines the investigation of the complaint. If a complaint of sexual harassment contains allegations involving the director of schools, the written report shall be filed with the Board.

3. **Decision and Appeal** – After receipt of the complaint manager’s report, the Executive Director shall report his finding within five (5) days of the receipt of the report to the employee. If the employee is not satisfied with the finding, the employee may appeal the finding to the Board by making a written request to the complaint manager. The complaint manager shall be responsible for promptly forwarding all materials relative to the complaint and appeal to the Board. Thereafter, the Board shall render within thirty (30) days from the date the appeal was received, review the appeal and affirm, overrule or modify the finding and render its finding to the complainant. This grievance procedure shall not be construed to create an independent right to a Board hearing.

4. **Appointing Complaint Managers** – The Executive Director shall appoint at least two complaint managers, one of each gender. The Federal Rights Coordinator may be appointed as a complaint manager. The Executive Director shall identify the name, address, and telephone number of the person who is responsible for coordinating the district’s compliance efforts.

**INSURANCE**

Hospitalization and Major Medical Insurance is available to those who desire coverage. The payroll office makes a deduction for ten (10) consecutive school months (all months except July and August).

A. The insurance contract extends from October 1 through September 30. This does not have to be renewed each year. The employee is automatically covered until he/she requests not to be.

B. A teacher employed after the beginning of the school year may apply for coverage at the time of employment.

C. In the event that a person terminates employment, his/her coverage shall terminate at the end of the period for which he/she has already paid.

D. Claim forms are available at the school offices or the central office.

**CUSTODIAL SERVICES**

Custodial services are the responsibility of the Principals. Custodial Services will be contracted out to a private service. Employees, parents, and other stakeholders should make any suggestions, complaints, or needs concerning the building maintenance or custodial service known to the Principal rather than the custodial staff or maintenance workers.
FOOD SERVICES
Food Services are the responsibility of the Principal. Food Services may be arranged through a partnership with the LEA or be contracted out to a private service. Employees, parents, and other stakeholders should make any suggestions, complaints, or needs concerning the food services department known to the Principal rather than the food service staff.

SECURITY
Security will be the responsibility of the Principals. Security (if applicable) will be contracted out to a private service. Employees, parents and other stakeholders should make any suggestions, complaints, or needs concerning the security department known to the Principal rather than the security staff.

TRANSPORTATION/FIELD TRIPS
Transportation is the responsibility of the Principals. Transportation will be contracted out to a private service.

Students may be taken on field trips only when the field trips relate to the instructional program. Applications for field trips shall be made in writing on forms provided by the Principal. Rules concerning the use of school buses for field trips are as follows:

1. Approval forms for first semester field trips must be submitted on or before September 15th. Approval forms for the second semester must be submitted on or before February 1st.
2. Field trips will be limited to the hours between 8:00 a.m. and 2:00 p.m. in a school day.
3. Arrangements for buses and drivers must be made with the employee designated as the transportation supervisor.
4. One full tank of gasoline will be provided without charge.

The trip sponsor will be responsible for any additional gasoline used and payment of the driver. On evening or weekend trips, gasoline must be provided for the following morning’s regular bus route.

Approval for a series of trips, such as athletic trips, may be obtained on one approval request. Approval of the parent or guardian of each student who goes on a field trip must be on file in the school prior to the trip.

REIMBURSEMENT RATES FOR SCHOOL BUSES AND BUS DRIVERS
Truth Academy STEAM Charter School permits the use of school buses for field trips. Because of the frequent use of school buses and the expense involved, it has become necessary that the Board of Directors adopt the following reimbursement rates for school buses and drivers:

- Vehicle charges - Charges for the use of buses will be at the rate of 35 cents per mile, which will be calculated on the mileage from the school to the designated place and return to school. The trip sponsor should obtain the necessary forms from the school office before leaving on the field trip.
- Driver Charges - Charges for drivers will be calculated according to the current field trip reimbursement form.
HARASSMENT/DISCRIMINATION OF EMPLOYEES (Sexual, Racial, Ethnic, Religious)

Employees shall be provided a work environment free from sexual, racial, ethnic, and religious discrimination/harassment. It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee through disparaging conduct or communication that is sexual, racial, ethnic, or religious in nature. The following guidelines are set forth to protect employees from discrimination/harassment:

A. Employee discrimination/harassment will not be tolerated. Discrimination/harassment is defined as conduct, advances, gestures or words either written or spoken of a sexual, racial, ethnic or religious nature which:
   1. Unreasonably interfere with the individual’s work or performance; or
   2. Create an intimidating, hostile or offensive work environment; or
   3. Imply that submission to such conduct is made an explicit or implicit term of employment;
   4. Imply that submission to or rejection of such conduct will be used as a basis for an employment decision affecting the harassed employee.

B. Alleged victims of sexual, racial, ethnic and religious discrimination/harassment shall report these incidents immediately. This report should be made to the immediate supervisor except when the immediate supervisor is the offending party. If the immediate supervisor is the offending party, the report may be made to the Federal Rights Coordinator or the Director of Operations or the Board of Directors. Allegations or discrimination/harassment shall be fully investigated.

Complaints and Grievances

The privacy and anonymity of all parties and witnesses to complaints will be respected. However, because an individual’s need for confidentiality must be balanced with obligations to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed in appropriate circumstances to individuals with a need to know.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including suspension. There will be no retaliation against any person who reports discrimination/harassment or participates in an investigation. However, any employee who refuses to cooperate or gives false information during the course of any investigation may be subject to disciplinary action. The willful filing of a false report will itself be considered harassment and will be treated as such. An employee disciplined for violation of this policy may appeal the decision by contacting the Federal Rights Coordinator or the Director of Operations or the Board of Directors.

Discipline: Guiding Policy

Good discipline is more than the maintenance of school and classroom order. It has as its ultimate objective the development of socially approved self-control with due respect for democratically constituted authority. Policies and practices of discipline should be such as will help achieve this broad objective while at the same time achieving the immediate objective of
maintaining the desired degree of order in the school. The responsibility of the school staff for student behavior shall extend to all school activities, including ball games, field trips, etc.

The principal is responsible for establishing and maintaining effective discipline within the school. Each teacher is responsible for the promotion of an environment conducive to learning. Every teacher is a disciplinarian during every hour of the school day and in every part of the school plant.

**Dismissals**
Pursuant to Section 37-9-59 of the Mississippi Code, regarding termination of licensed employees, Truth Academy STEAM Charter School may dismiss tenured teachers only by a showing of cause, after following such procedural requirements as: providing notice to the teacher, specifying the charges against the teacher, and providing the teacher with a meaningful hearing. Tenure also provides some protection for teachers against demotion, salary reductions, and other discipline. However, tenure does not guarantee that a teacher may retain a particular position, such as a coaching position, nor does it provide indefinite employment.

Prior to attaining tenure, a probationary teacher may be dismissed at the discretion of the school district, subject to contractual and constitutional restrictions. If a probationary teacher's dismissal does not involve discrimination or does not violate terms of the teacher's contract, the school district most likely does not need to provide notice, summary of charges, or a hearing to the teacher.

Truth Academy STEAM Charter School must show cause in order to dismiss a teacher who has attained tenure status. Some state statutes provide a list of circumstances where a school may dismiss a teacher. These circumstances are similar to those in which a state agency may revoke a teacher's certification. Some causes for dismissal include the following:

- Immoral conduct
- Incompetence
- Neglect of duty
- Substantial noncompliance with school laws
- Conviction of a crime
- Insubordination
- Fraud or misrepresentation
- Loss of license or revoked license

**LENGTH OF SCHOOL YEAR/DAY**

**Length of School Year**
Truth Academy STEAM Charter School operates on a 200-day calendar comprised of a minimum of 180 instructional days, thirteen (13) professional development/administrative days, and ten (10) paid vacation days. The structure of the school year calendar is in compliance with Mississippi State School Law, regarding required school year days. The value of a single day is 1/200th of the gross annual salary.
Length of the School Day
Teachers shall be on duty at least seven and one-half hours per day, and such additional time as the administrative organization requires.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
Leave time in excess of the two days professional leave may be granted without pay for the purpose of participation in meetings, conferences, or other business or professional organizations. Prior approval of this leave time is required.

GRADING PROCEDURES
Information is available from the school Principal concerning Truth Academy STEAM Charter School’s grading procedure. The following guidelines must be followed concerning individual teacher grading procedures:
- A specific plan for student grading and evaluation must be developed by the teacher;
- This specific plan must be approved by the local school administrator; and
- A written copy of each teacher’s student grading and evaluation plan must be kept on file in the school office.

HEALTH INSURANCE PORTABILITY and ACCOUNTABILITY ACT (HIPAA)
In 1996, Congress enacted the Health Insurance Portability and Accountability Act (HIPAA) to ensure continued health insurance coverage to individuals who change jobs, and to establish standards regarding the electronic sharing of health information. For purposes of HIPAA, "covered entities" include health plans, health care clearinghouses, and health care providers that transmit health information in electronic form in connection with covered transactions (45 CFR 160.103).

Technically, schools and school systems that provide health care services to students may qualify as "covered entities" under HIPAA. However, the final regulations for the HIPAA Privacy Rule exclude information considered "education records" under The Family Educational Rights and Privacy Act of 1974 from HIPAA privacy requirements. This includes student health records and immunization records maintained by an education agency or institution, or its representative; as "education records" subject to FERPA, these files are not subject to HIPAA privacy requirements. In addition, school nurse or other health records maintained on students receiving services under the Individuals with Disabilities Education Act (IDEA) are considered "education records" and also subject to that Act's confidentiality provisions. Consequently, these records are subject to FERPA and not the HIPAA Privacy Rule.

Nevertheless, certain activities, when performed by a school, could be subject to other provisions of HIPAA that concern electronic transactions. According to the preamble to the December 2000 final rules, "the educational institution or agency that employs a school nurse is subject to our (HIPAA) regulation if the school nurse or the school engages in a HIPAA transaction." HIPAA transactions are defined in the Code of Federal Regulations (CFR) as "the transmission of information between two parties to carry out financial or administrative activities related to
health care," including submitting claims. However, consent must still be secured under FERPA before the records are disclosed.

**FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)**
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

A. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

B. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

C. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under FERPA laws, Truth Academy STEAM Charter School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
PERSONNEL CONFLICT OF INTEREST

As a Truth Academy STEAM Charter School employee, the employee represents the State of Mississippi in their contacts with the public, on and off the job. Each contact made is an opportunity to create goodwill for the School and the state government. Courtesy must be shown in all contacts with the public and with coworkers. Because the citizens of the State of Mississippi employ TASCS employees, prompt, polite, and courteous service is essential regardless of the circumstances. If an employee feels that he/she has been subjected to discourteous behavior, he/she is encouraged to discuss this with the Principal or another supervisor.

Employment with the State of Mississippi is a position of public trust. Employees must not participate in any activity either in a private or in an official capacity where a conflict of interest may exist. An employee’s first loyalty should be to the public interest, and he/she must avoid associations or interests that could affect his/her objectivity in performing his/her job or in making the decisions required of his/her position. However, employees are encouraged to participate in professional and civic organizations, if such participation does not adversely affect their role as a public employee. If an employees questions whether any outside activity or interest may be in conflict with his/her job requirements, he/she should ask for guidance from the School Principal, the Executive Director or the human resources office.

Political Activity

The Federal Hatch Act and the Mississippi Little Hatch Act control political activity of state employees. Generally speaking, during those hours of the day when employees are required to conduct the business of the School, they may not actively engage in a political campaign on behalf of any party, committee, organization, agency, or political candidate; or attend political meetings or rallies; or otherwise, use their official position or employment to interfere with or affect the result of any regular or special election; or perform political duties or functions not directly a part of their employment.

TASCS employees are encouraged to exercise their right to vote for the party or candidate of their choice and they are free to express their personal opinion concerning a political subject, party or candidate. Employees can obtain additional information from the human resources office. If an employee wishes to seek an elective office, provisions of the Federal Hatch Act and the Mississippi Little Hatch Act may cover him. The employee must seek guidance from the human resources office on the procedure he/she should follow before qualifying as a candidate.

Personnel Records

The TASCS Human Resources Office keeps an official record for each employee. Information pertaining to employee’s employment is filed in their personnel file and is available for their review in the TASCS human resources office during regular office hours. It is most important that employees keep their records accurate and up-to-date at all times. Employees should also report any change in their status to the human resources office. Additionally, employees must be sure to report all changes of name, address, marital status, beneficiaries, or changes in the status of your dependents.
Employee Identification
Truth Academy STEAM Charter School’s Human Resources Office will issue each employee a school identification card (I.D.). The employee should keep this card on his/her person for any occasion that would require his/her identification as a school employee. In addition, the employee may be required to carry or wear a pass for the building in which he/she works.

Equipment and Supplies
TASCS employees have an obligation and responsibility to use and care for machines and equipment they use on the job. Improper use and maintenance of equipment that TASCS employees depend upon can lead to unnecessary losses in time and money. When not in use, equipment should be stored or covered. Employees have a duty to conserve and protect School property. Employees should not directly, or indirectly, use or allow the use of governmental property, including telephones and computers, vehicles, equipment, facilities, personnel, supplies, or services of any kind for other than approved activities. This includes anything leased to the School or otherwise paid for by the School. School issued equipment and clothing must be returned upon separation.

Use of School Telephones
School telephones are provided for business purposes. Absolutely no personal long distance telephone calls are to be charged to the School’s telephone system. Abuse of the School's telephone system will result in the School taking appropriate disciplinary action. While personal telephone calls are allowed for local calls, such calls should be limited to a few minutes and occur only during the employee's break or planning time, except in case of an emergency. Employees must consult the Principal regarding proper procedures for placing work related long distance telephone calls.

Use of School Computers
The school’s computers are available for school business purposes only. This includes use of the Internet. No programs should be installed without permission of the Information Systems Director in the school. Unauthorized use of school computers or systems could result in disciplinary action, up to and including dismissal. All employees with access to School computers should read and sign the Acceptable Use Policy, Network Access Rights and Obligations.

Solicitation
There shall be no solicitation by any person, organization, or association on state property. Solicitation is any attempt to seek contributions, gifts, or donations; or to offer memberships in any organization, or to solicit the purchase of any property; or to distribute literature or any other material. This rule does not apply to solicitation conducted by the state or federal government (e.g., Mississippi Employees Charitable Solicitation Campaign, etc.). State buildings are under the operation of the Department of General Services. The rule regarding solicitation on State/School property can be found on the Secretary of State’s website.

Gifts and Contributions
Employees, in the course of or in relation to their official duties, shall not directly or indirectly receive or agree to receive any payment of expense, compensation, gift, reward, gratuity, favor,
service, or promise of future employment or other future benefit from any source, except the state, for any activity related to their duties as state employees unless otherwise provided by law. Executive orders concerning ethics, conflicts of interest, and acceptance of gifts are posted in the human resources office.

**Personal Property**
The Truth Academy STEAM Charter School location is open for both the public and a large number of fellow employees; therefore, it is important to use sound judgment when bringing personal property to work. It is the employee’s responsibility to secure any personal property in the workplace properly.
Employee Acceptable Use Policy for the 2018-2019 School Year

The primary purpose of Truth Academy STEAM Charter School’s electronic communications network is to support and enhance learning and teaching that prepares students for success. Providing access to technology is an investment in the future of both our students and staff. The TASCS Board expects that employees will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat room and cyber bullying awareness and response. While employees will be able to move independently through resources, access from school to Internet resources should be structured in ways which point employees to those sources suited to educational objectives. The School will use existing avenues of communication to raise awareness and inform parents about Internet safety. The district will provide adequate direction for Internet usage and instruction on how to teach students appropriate methods to avoid dangerous, inappropriate, or unlawful online behavior. Truth Academy STEAM Charter School will take measures designed to protect students from child pornography and obscenity as well as other materials that are harmful to minors pursuant to 47. U.S.C. 6801, 677, 9134; 47 U.S.C. 254 (h) and (1) and the Children’s Internet Protection Act (CIPA).

Employees may not install any hardware, software, peripherals, or external devices of any kind without adequate supervision and prior approval from both building level administration and the technology department. Employees can be held legally and financially responsible for any problems that occur due to inappropriate use of the computer hardware, software, and the networks in our schools.

Terms and Conditions:

- I understand that computers, network, and Internet access, are for educational purposes only to qualified students, teachers, administrators and staff.
- I will never share my password with anyone else.
- I will never attempt to tamper with, or otherwise disrupt other people’s data or computer equipment, or try to gain unauthorized access to accounts or files on any computer, network, or on the Internet.
- I understand that disciplinary action will be taken against any user found using the Internet/network to cyber bully or threaten another individual or group.
- I understand that disciplinary action will be taken against any user found sending or acquiring objectionable material over the Internet, or creating, copying or otherwise manipulating objectionable material on school equipment or on school premises.
- Any use of school technology for commercial or for profit purpose, personal or private gain, is strictly prohibited.
- Employees are financially responsible for the repair of any intentional damage done to any computer programs, hardware, and networks.
- The Board specifically forbids the unauthorized reproduction/installation of software.
- I understand that I cannot use any device to access school or non-school networks while on school property without prior authorization.

Employee Name (Print) ___________________________ Employee Signature ___________________________ Date ___________________________
I acknowledge receipt of the Truth Academy STEAM Charter School Teacher/Employee Handbook.

__________________________________________
Teacher/Employee Name (Please Print)

__________________________________________
Teacher/Employee Signature

__________________________________________
Date
Supplemental Teacher Evaluation Tool: Marzano Teacher Evaluation Model (MTEM)

In the founding year (2018-2019) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) in its efforts to improve the professional performance of all TASCS teachers. In Year 6 of implementation, Truth Academy STEAM Charter School will supplement the M-STAR Evaluation Tool with the Marzano Teacher Evaluation Tool (MTET) in alignment with the school leader evaluation tool. Dr. Robert Marzano founded the Marzano Teacher Evaluation Model on both historical studies and contemporary research to offer the most inclusive look at teacher effectiveness and development of expertise (Marzano, May 8, 2012). The Marzano model is designed to bridge the gap between teacher evaluation, leadership evaluation, and student achievement. The MTEM addresses four (4) domains of teacher evaluation:

- Domain 1 – Classroom Strategies & Behaviors
- Domain 2 – Planning & Preparing
- Domain 3 – Reflecting on Teaching
- Domain 4 – Collegiality & Professionalism
As shown in the figure on the preceding page, the four domains of the Marzano Teacher Evaluation Model contain 60 elements that build on each other to support teacher growth, development, and performance. The model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. Unlike other evaluation models, the MTEM centers on Domain 1 (Classroom Strategies and Behaviors). This domain contains the largest number of elements, all of which have been shown in causal studies to have the most direct effect on student performance (Marzano and Frontier, 2009).

The figures also shows how Each domain builds on the previous one with direct links to create a “causal” chain that results in increased learning and achievement for all students. This direct causal effect between elements of the model and student achievement is validated by data analysis from experimental/control studies (Marzano, January 31, 2012).

**Justification for Selection of MTEM as a Supplemental Evaluation Model**

The founding team considers bolstering student achievement the school’s central focus. As such, the “Cause-and-Effect Relationship to Student Achievement” feature, which is at the heart of MTEM, was the selling point for the team. This feature is based on Dr. Marzano’s acclaimed Art and Science of Teaching framework and the meta-analytic research he has conducted over several decades. Having the distinction of being the first of its kind, MTEM is not only based on studies that correlate instructional strategies to student achievement, but is also grounded on experimental/control studies that establish a direct causal link between elements of the model and student results (Marzano and Frontier, 2011).

**The Teacher Evaluation Platform**

Marzano’s web-based learning and performance management system, iObservation® was very attractive to the founding team as well. iObservation® is the only official technology system approved by Dr. Marzano to digitize the teacher evaluation model (Marzano, August 15, 2011). We are aware that most good technology platforms can collect and report on data, but we wanted one that could meet our school’s demands for greater accountability for results. The team especially like that the MTEM platform empowers teachers and leaders to respond to data in ways that develop professional growth that results that are beneficial to students. The electronic tools:

- establish a common language with the Marzano Teacher Evaluation Model
- send immediate observation feedback to teachers
- create a forum for continuing conversations with colleagues
- encourage the sharing of resources and co-development of tools
- focus teaching on small chunks of instruction to incrementally improve practice
- allow teachers to create growth plans and monitor their progress
- provide access to hundreds of professional development resources aligned to the MTEM
- broaden feedback sources for teacher with peers, coaches, and department chairs

**MTEM develops teacher expertise – one strategy at a time**

Realistically, we expect to have good teachers, who are still growing professionally. We also know that it will take some time for our teachers absorb all elements of effective teaching at once...
and achieve mastery. However, we do expect TASCS teachers to grow every year in at least one or two of the professional growth strategies. The MTEM platform provides the tools that help teachers achieve focus for incremental professional growth to make a profound impact on student achievement gains. The following is a chart that shows the correlation between teacher growth and development and student predicted gains:

![Graph showing the correlation between teacher growth and student achievement gains.](image)

Source: *Effective Supervision: Supporting the Art and Science of Teaching* (2011), Marzano and Frontier, and *Striking the Right Balance: Leadership that Works* (2009), Marzano and Waters

**The Marzano Summative Evaluation**
The Marzano Teacher Evaluation Model provides a calculation system and set of tools that support evaluators in their effort to effectively evaluate teachers. By combining multiple sources of information about a teacher’s practice, the principal can obtain a more comprehensive view of a teacher’s ability, as well as focus areas for potential development. Having multiple data points also strengthens the validity of the information gathered to ensure accuracy and fairness.

**MTEM assigns weight**
Marzano is the only teacher evaluation model to recommend a weighting system grounded in substantial research data. The founders understand that it is not always easy for school leaders to measure teacher effectiveness. We are keenly aware that evaluations, sometimes in the eyes of the evaluatee, appears to be subjective and even biased. With the MTEM, our principal can use the model as a guide and be confident that he/she is carrying out a highly valid, reliable, and defensible system that gets results and teachers can trust.

**Calculating Final Instructional Scores**
All Truth Academy classrooms is will be highly complex learning environments, which require the teachers to make a plethora of simultaneous decisions. Therefore, evaluating their
instructional performance must respect that complexity by taking into account teachers’ overall performance as well as recognizing the incremental improvements achieved over time. The following figure shows the areas weighted in the Summative Evaluation of teachers:

Sources:


http://www.marzanevaluation.com/news/#sthash.LGeEoWpM.dpuf
Supplemental Leader Evaluation Tool (Marzano School Leadership Evaluation Model)

In the founding year (2018-2019) and four (4) successive school years, Truth Academy STEAM Charter School will utilize the Mississippi Principal Evaluation System (MPES), which is designed to fulfill federal requirements and conform to the Mississippi Standards for School Leaders, will be used to evaluate the school leader (Principal). However, in year six of school implementation, Truth Academy will supplement the MPES Evaluation Framework with the Marzano School Leadership Evaluation Model for evaluating the performance of the Executive Director and the Principal. The TASCS Board of Directors will evaluate the Executive Director and School Leader on an annual basis.

The Marzano School Leadership Evaluation Tool identifies 24 categories of school principal actions and behaviors that measure effectiveness or the lack thereof. Additionally, this evaluation tool allows for quarter school leader assessments where benchmarks for growth in specific areas can be designed to strengthen individual areas of growth within the leader. These 24 categories are organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate (Marzano, 2012).

I: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure the school as a unified whole, as well as individual teachers, have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

(2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

(3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

(4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.

(5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader provides a clear vision as to how instruction should be addressed in the school.

(2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through refection and professional growth plans.

(3) The school leader is aware of predominant instructional practices throughout the school.
(4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

(5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

III: A Guaranteed and Viable Curriculum
The actions and behaviors in this domain help ensure the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

(2) The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

(3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

IV: Cooperation and Collaboration
The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

(2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

(3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

(4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

(5) The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

V: School Climate
The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader is recognized as the leader of the school who continually improves his or her professional practice.

(2) The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

(3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

(4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.
(5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

(6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

Sample Leader Evaluation Tool (Domain 1 Rubric):

### 1. Establishing Goals for Overall Student Achievement

<table>
<thead>
<tr>
<th>The school administrator ensures that clear and measureable goals are established regarding overall student achievement at the school level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Innovating (4)</td>
</tr>
<tr>
<td>☐</td>
<td>Applying (3)</td>
</tr>
<tr>
<td>☐</td>
<td>Developing (2)</td>
</tr>
<tr>
<td>☐</td>
<td>Beginning (1)</td>
</tr>
<tr>
<td>☐</td>
<td>Not Using (0)</td>
</tr>
<tr>
<td>☐</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**Indicators**

☐ Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments

☐ Written goals are established for eliminating differences in achievement for students at different socioeconomic levels

☐ Written goals are established for eliminating differences in achievement for students of differing ethnicities

☐ School-wide achievement goals are posted so that faculty and staff see them on a regular basis

☐ School-wide achievement goals are discussed regularly at faculty and staff gatherings

☐ When asked, faculty and staff can describe the school-wide achievement goals

**Scale**

<table>
<thead>
<tr>
<th>Establishing goals for overall student achievement</th>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3 actions and behaviors, the school administrator refines achievement goals as achievement data accrues and clearly communicates these changes to faculty and staff.</td>
<td>The school administrator establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals.</td>
<td>The school administrator establishes written achievement goals at the school level.</td>
<td>The school administrator attempts to establish written achievement goals at the school level, but does not complete the task or does so partially.</td>
<td>The school administrator does not attempt to establish written achievement goals at the school level.</td>
<td></td>
</tr>
</tbody>
</table>
## 2. Establishing Goals for the Achievement of Individual Students

The school administrator ensures that clear and measureable goals are established regarding the achievement of individual students within the school.

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Innovating (4)</td>
</tr>
<tr>
<td>○ Applying (3)</td>
</tr>
<tr>
<td>○ Developing (2)</td>
</tr>
<tr>
<td>○ Beginning (1)</td>
</tr>
<tr>
<td>○ Not Using (0)</td>
</tr>
<tr>
<td>○ Not Applicable</td>
</tr>
</tbody>
</table>

### Indicators

- □ Written goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments
- □ Written achievement goals are established for each student in terms of their knowledge gain
- □ When asked, students are aware of their status on the achievement goals specific to them
- □ Students keep data notebooks regarding their individual goals
- □ When asked, parents are aware of their child’s achievement goals.

### Scale

<table>
<thead>
<tr>
<th>Establishing goals for the achievement of individual students</th>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3 actions and behaviors, the school administrator ensures that individual student goals are updated regularly.</td>
<td>The school administrator ensures that written achievement goals are established for each student and that faculty members are aware of the goals for those students within their realm of responsibility</td>
<td>The school administrator ensures that written achievement goals are established for each student.</td>
<td>The school administrator attempts to ensure that written achievement goals are established for each student, but does not complete the task or does so partially.</td>
<td>The school administrator does not attempt to ensure that written achievement goals are established for each student.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Administrator Domain 1(2)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano Marzano Research Laboratory

Truth Academy STEAM Charter School 4
### 3. Progress Monitoring for School Achievement Goals

The school administrator ensures that data analysis and interpretation systems are in place to monitor progress toward school achievement goals.

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Report, graphs, and charts are available for overall student achievement</td>
</tr>
<tr>
<td>☐ When asked, faculty and staff can describe the overall achievement of the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress monitoring for school achievement goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3 actions and behaviors, the school administrator ensures that data are analyzed in a variety of ways to provide the most useful information.</td>
</tr>
<tr>
<td>The school administrator ensures that data are available for overall student achievement and that these data are regularly analyzed to determine student growth.</td>
</tr>
<tr>
<td>The school administrator ensures that data are available for overall student achievement.</td>
</tr>
<tr>
<td>The school administrator attempts to ensure that data are available for overall student achievement, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>The school administrator does not attempt to ensure that data are available for overall student achievement.</td>
</tr>
</tbody>
</table>

Source: Administrator Domain 1(3)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano Marzano Research Laboratory
4. Progress Monitoring for Individual Student Achievement Goals

<table>
<thead>
<tr>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
</tr>
<tr>
<td>Applying (3)</td>
</tr>
<tr>
<td>Developing (2)</td>
</tr>
<tr>
<td>Beginning (1)</td>
</tr>
<tr>
<td>Not Using (0)</td>
</tr>
<tr>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**Indicators**

- Reports, charts, and graphs are available for individual students depicting their status and growth.
- When asked, individual students and their parents can describe their achievement status and growth.

**Scale**

<table>
<thead>
<tr>
<th>Progress monitoring for individual student achievement goals</th>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3 actions and behaviors, the school administrator ensures that data are analyzed in a variety of ways to provide the most useful information.</td>
<td>The school administrator ensures that achievement data are available for individual students and that these data are regularly analyzed to determine individual student growth.</td>
<td>The school administrator ensures that achievement data are available for individual students.</td>
<td>The school administrator attempts to ensure that achievement data are available for individual students, but does not complete the task or does so partially.</td>
<td>The school administrator does not attempt to ensure that achievement data are available for individual students.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Administrator Domain 1(4)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano Marzano Research Laboratory
## 5. Interventions to Help Students Meet Individual Achievement Goals

The school administrator ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

### Notes

- Innovating (4)
- Applying (3)
- Developing (2)
- Beginning (1)
- Not Using (0)
- Not Applicable

### Indicators

- After-school programs are in place.
- Tutorial programs are in place.
- The school schedule is designed so that students can receive academic help while in school.
- Individual student completion of programs designed to enhance their academic achievement is monitored.

### Scale

<table>
<thead>
<tr>
<th>Intervention to help students meet individual achievement goals</th>
<th>Innovating (4)</th>
<th>Applying (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Not Using (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to score 3 actions and behaviors, the school administrator continually examines and expands the options for individual students to make adequate progress.</td>
<td>The school administrator ensures that programs and practices are in place for individual students who are making adequate progress and that students are successfully completing those programs.</td>
<td>The school administrator ensures that programs and practices are in place for individual students who are not making adequate progress.</td>
<td>The school administrator attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially.</td>
<td>The school administrator does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Administrator Domain 1(5)--A Data-Driven Focus on Student Achievement ©2011 Robert J. Marzano Marzano Research Laboratory

Truth Academy STEAM Charter School 7
May 3, 2016

RE: Letter of Support for Truth Academy Charter School

Dear Dr. Graham:

As Mayor of the City of Drew, Mississippi, I am writing this letter of support for Truth Academy Charter School, K – 6 (STEAM) based charter school to be located in the City of Drew, Mississippi.

Truth Academy charter School will provide a different education process and improve academic performance of students presently attending low performing schools.

As Mayor of the City of Drew, I will insure that the City of Drew will be an active collaborative partner in helping Truth Academy Charter School produce a high-performing school that will produce future leaders in our community. As mayor of the City of Drew I have a vested interest in the educational and personal success of students in the Drew area. These are our future community leaders. Our City leaders are on stand-by to support your endeavors and provide whatever you need to make your school a success for our children and community.

Sincerely,

Jeffery Kilpatrick
Mayor of the City of Drew, MS
Drew High School

FIRE EVACUATION - 3 SHORT BELLS
2nd floor occupants move as indicated by the arrows as quickly as possible to the 1st floor and out the nearest door.

TORNADO ALERT - 1 LONG BELL.
Everyone enter the hallway to teacher designated areas. Sit down with back to the wall. Students in the band hall, cafeteria, and gym will take shelter in the main building (North Hall). Students in art, Parent Center and rooms 31-33 will take shelter in the Tech Discovery Lab.

REMAIN QUIET AND ORDERLY!
DO NOT PANIC OR RUN!
## Truth Academy STEAM Charter School
### Start-up Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Task</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDOE/MSCAB Contract</td>
<td>Negotiate Charter School contract</td>
<td>Governing Board Executive Director</td>
<td>Fall, 2017</td>
</tr>
<tr>
<td>Sign Charter School Contract</td>
<td>Review/Sign Contract</td>
<td>Governing Board Executive Director</td>
<td>Fall, 2017</td>
</tr>
<tr>
<td>School Marketing</td>
<td>Electronic Media, Radio, Television</td>
<td>Governing Board Executive Director</td>
<td>Commencing September 25, 2017</td>
</tr>
<tr>
<td>Hire School Principal</td>
<td>Interview Candidates/ Hire Principal</td>
<td>Governing Board Executive Director</td>
<td>September, 2017</td>
</tr>
<tr>
<td>School Leader Training</td>
<td>Orient new principal to educational model and instructional expectations</td>
<td>Governing Board Executive Director</td>
<td>October, 2017 – June, 2018 Ongoing</td>
</tr>
<tr>
<td>Fundraising/ Start-up Funding</td>
<td>Review and/or modify fundraising plan &amp; hire consultant</td>
<td>Governing Board Executive Director/ Consultant</td>
<td>October, 2017 – November, 2017 Ongoing</td>
</tr>
<tr>
<td>School Facility</td>
<td>Officially secure facility/Negotiate Contract</td>
<td>Governing Board Executive Director</td>
<td>September, 2017</td>
</tr>
<tr>
<td>Hire Teachers</td>
<td>Employ instructional staff</td>
<td>Governing Board Executive Director/ Principal</td>
<td>April 30, 2018 – June 30, 2018</td>
</tr>
<tr>
<td>School Equipment/Furniture</td>
<td>Order school equipment &amp; furniture</td>
<td>Executive Director Principal</td>
<td>October 2, 2017 – May 31, 2018</td>
</tr>
<tr>
<td>School Supplies</td>
<td>Order school supplies and ancillary materials</td>
<td>Executive Director Principal</td>
<td>October 2, 2017 – June 29, 2018</td>
</tr>
<tr>
<td>Student Recruitment</td>
<td>Recruit students/ Intent to Enroll forms</td>
<td>Governing Board Executive Director/ Principal</td>
<td>October 2, 2017 – June 29, 2018</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Orient teachers to educational model and instructional expectations</td>
<td>Principal Executive Director</td>
<td>July 16 – 27, 2018</td>
</tr>
<tr>
<td>School Open House</td>
<td>Community Engagement</td>
<td>Executive Director Principal</td>
<td>October 10, 2018</td>
</tr>
<tr>
<td>School Registration</td>
<td>Fill remaining student enrollment slots</td>
<td>School Leadership Team</td>
<td>July 30 - August 3 2018</td>
</tr>
<tr>
<td>Start of School</td>
<td>2018–19 School Year</td>
<td>Executive Director, Principal, and Staff</td>
<td>August 6, 2018</td>
</tr>
</tbody>
</table>
## Truth Academy STEAM Charter School

**New Application Budget(s) & Cash Flow(s) Template**

<table>
<thead>
<tr>
<th><strong>Lead Applicant Name:</strong></th>
<th>Dr. T.J. Graham</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Email:</strong></td>
<td><a href="mailto:graham.tj@yahoo.com">graham.tj@yahoo.com</a></td>
</tr>
<tr>
<td><strong>Contact Phone:</strong></td>
<td>(901) 517-8928</td>
</tr>
<tr>
<td><strong>Year One:</strong></td>
<td>2018-19</td>
</tr>
<tr>
<td><strong>School Days:</strong></td>
<td>183</td>
</tr>
</tbody>
</table>
## Truth Academy STEAM Charter School

### ENROLLMENT and STUDENT POPULATION

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1st Grade</td>
<td>20.00</td>
<td>40.00</td>
<td>40.00</td>
<td>40.00</td>
<td>40.00</td>
<td>40.00</td>
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<td>-</td>
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<tr>
<td>2nd Grade</td>
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<tr>
<td>3rd Grade</td>
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<tr>
<td>4th Grade</td>
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<tr>
<td>5th Grade</td>
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<tr>
<td>6th Grade</td>
<td>20.00</td>
<td>20.00</td>
<td>20.00</td>
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<td>40.00</td>
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<tr>
<td>7th Grade</td>
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<td>-</td>
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<tr>
<td>8th Grade</td>
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<tr>
<td>9th Grade</td>
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<tr>
<td>10th Grade</td>
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<tr>
<td>11th Grade</td>
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</tr>
<tr>
<td>Total Elementary Enrollment</td>
<td>120.00</td>
<td>160.00</td>
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<td>240.00</td>
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<td>Total Middle School Enrollment</td>
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<tr>
<td>Total High School Enrollment</td>
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<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>Total Enrollment</td>
<td>140.00</td>
<td>200.00</td>
<td>260.00</td>
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<td>360.00</td>
<td>360.00</td>
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</tr>
<tr>
<td>Change in Net Enrollment from Prior Year</td>
<td>140.00</td>
<td>60.00</td>
<td>60.00</td>
<td>60.00</td>
<td>40.00</td>
<td>-</td>
<td>(360.00)</td>
<td>-</td>
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</tr>
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</table>

### STUDENT POPULATION

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Membership %</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Average Daily Membership (ADM)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
<tr>
<td>Average Daily Attendance %</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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Total: $593,600
### Revenue and Expense Assumptions

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**Revenue**
- Tuition Revenue
- Non-Tuition Revenue

**Expense**
- Payroll Services
- Food Service/Student Lunch
- Management Company Fee
- Accounting/Audit
- Federal Funding
- State Funding
- Local Funding
- IDEA Funding
- Title I
- Free Lunch Reimbursement
- Alternative Education
- Special Education
- Mississippi Adequate Education Program (MAEP)

**Facility Operations**
- Total

**Note**: The table above provides a summary of revenue and expense assumptions for the specified fiscal years. Each row represents a different category of revenue or expense, and the cells indicate the projected amounts for each year. The table is designed to help in budgeting and financial planning for the academic institutions. The assumptions are subject to change based on various factors such as enrollment growth, economic conditions, and funding trends.
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**STATE INCOME**

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**TOTAL INCOME**

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**STATE REVENUES**

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**STATE EXPENSES**

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**FEDERAL EXPENSES**

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**TOTAL EXPENSES**

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**STATE OPERATING INCOME**

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**COMPLIANCE WITH FEDERAL GUIDELINES**

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Truth Academy STEAM Charter School

PROPOSED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

Description of Assumptions

Free Breakfast Reimbursement will increase 0.285% ea. yr.
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<th>Apr</th>
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BUDGET NARRATIVE

In keeping with the mission of Truth Academy STEAM Charter School to engage and prepare future-ready students through a rigorous standards- and arts-infused, STEM to STEAM-based education, the budget has been developed to allow the school to have adequate financial resources at its disposal to realize these goals. Truth Academy will operate on a July 1 through June 30 fiscal year, and maintain a balanced budget at all times. The budget is based on school enrollment and revenues. The budget will be submitted to the Truth Academy Board of Directors ninety (90) days prior to the incoming fiscal year, but in no event later than June 15, of the outgoing fiscal year.

Truth Academy STEAM Charter School’s budget is a sound financial plan designed to achieve the core educational mission of the School Board. It is further designed to be responsive to the current economic conditions of the Sunflower County Consolidated School District. The proposed budget details Truth Academy’s five-year financial plan to meet educational goals set by the Governing School Board. At its best, the budget reflects the values, goals, and aspirations of our students, teachers, leadership team, and the community at large. The following narrative provides an overview of project revenue and expenses.

Mississippi Senate Bill 2189 of 2013 mandates that charter schools receive Mississippi Adequate Education Program (MAEP) Base Student funding equivalent to the per-student formula applied to public schools within the district of the charter school. According to the Mississippi Charter School Authorizer Board’s 2017 Request for Proposals’ Charter Applicant Budget Toolkit, the base student cost for the 2016-2017 school year was calculated at $5,358.99. However, it was noted in the section of the toolkit, entitled “Projecting MAEP Funds for 2017 Request for Proposals,” that the legislature rarely appropriates enough money to meet the full estimate of the base student cost (7.07% for 2016-2017). The toolkit further advises that charter applicants should estimate that the appropriated base student cost will be at least 12% lower than the 7.07% calculation. Additionally, the toolkit advises that for future budget years, charter applicants should estimate that the base student cost will not increase by more than 1-2%.

According to the most recent data provided by technical support personnel from the office of Mississippi First, the 2016-2017 enrollment for the Sunflower County Consolidated School District is 3,946. Additional information provided by our technical support team is that while the Mississippi Legislature called for an MAEP allotment for the district to be $20,660,627 ($5,338.99 per student), the actual MAEP allotment sent to the district was $19,199,869, which is 7.07% less than what the legislature originally calculated ($4,865.65 per student). Based on this most recently provided enrollment information, our assumption is that the appropriation for our proposed charter school will be based on the district’s current 7.07% calculation with an additional 12% decrease. The toolkit advises that charter applicants calculate a “ballpark annual MAEP allocation, using the following formula: ADA x (base student cost – (base student cost x 12%)) = annual MAEP. Using the $5,358.99 base student cost, Truth Academy STEAM Charter School’s estimated Year One allotment will be $660,227.57. Therefore, the per student cost for our proposed charter school in Year One will be $4,715.91 per student and will not increase by more than 1-2% each budget year.
In addition to mandated state funding, Truth Academy STEAM Charter School will implement an aggressive fundraising, donor, and grant outreach strategy focused on supplementing its core educational services.

The budget detailed in Attachment 20 was developed with the goal of aligning our resource allocation with mission-based priorities. In constructing the budget we began by making conservative assumptions of revenue and allocating similarly conservative expenditure amounts to all of the activities outlined in this application. In order to ensure realistic projections, we reviewed the financial data of several similar charter schools. We then reviewed the budget to ensure that it effectively aligned our resources with the following priorities:

a. putting students on the path to college by providing high-quality instruction
b. effectively implementing the School’s STEAM Model
c. cultivating, engaging, and preparing future-ready students through a rigorous standards-based education that uses an arts integrated curriculum.

Our budget allocates sufficient funding to recruit a large pool of talented classroom teachers and supporting instructional staff, pay them salaries that are competitive with area charter and district schools and provide them with ongoing professional development. By providing for yearly salary increases of up to 5%, we give our experienced teachers added incentive to remain at TASCS for the long-term. Likewise, by providing for a Principal who will be dedicated entirely to curriculum and instruction, we ensure that our staff receives frequent, targeted feedback on their performance from a top talent individual.

Our STEAM-based curriculum is a critical lever that will enable us to provide the engaging, content-rich curriculum that our students need in order to be on a college trajectory. Because of this emphasis, we built in approximately $60,000 per year to ensure we build, from year to year, a complete and exemplary curriculum model. In addition, we have included significant funding for student travel ($50/student) to fieldwork sites, and teacher travel ($500/teacher) for yearly STEM to STEAM trainings, workshops and conferences.

**Preoperational Period:** During our preoperational period (October 2017 - July 2018), our primary source of revenue come from grants and contributions. We conservatively estimate that we will receive approximately $80,000 in cash and inkind contributions for our preoperational period through June 2018. We plan to spend close to $55,000 of these funds during our preoperational period. The other $25,000 will carry over into our operational budget during the first half of our first operating year. We plan to raise an additional $10,000 during pre-operations from private donors.

The TASCS Board will be responsible for raising these funds, which will help to fund initial curriculum development. During our preoperational period, we will operate out of office space donated by a local business. We have budgeted for the Executive Director, the Principal, and the Office Manager (Secretary) to be paid 25% of their yearly salaries for their preparation work during the pre-opening period. We have also allocated funds to provide for professional development for the School Leadership Team and staff recruitment and hiring. Our planned surplus during this time will roll over to provide for cash and additional savings in our first year of operation.
**Revenues:** Our revenue projections are conservative (see table). In determining our projected revenue, we have assumed that we would have a minimum of 95% capacity each year, despite the high demand for our school already evident in the community. This allows for some student attrition due to factors beyond our control.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
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<tbody>
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<td>260</td>
<td>320</td>
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<td>$1,509,091.20</td>
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<td>Our Tuition Projection</td>
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<td>$896,022.90</td>
<td>$1,164,829.77</td>
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<tr>
<td>Difference</td>
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<td>$47,159.10</td>
<td>$61,306.83</td>
<td>$75,454.56</td>
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</table>

Our revenues for Title I grants (minimum $600/child) are based on charter schools with similar populations to the one we anticipate having. Given our recruitment strategy and our sending district, we are assuming our population will be 100% Free Lunch (District; 100%, according to MCSAB) and that we will have approximately 12.9% of our population requiring special education (District: 12.2%).

Our projected revenues from individual, corporate and foundation donors are notably low in our first two years of operations, allowing our organization to develop a track record prior to pursuing significant donations. Fundraising projections are conservative and based on conversations with area foundations and nonprofits. This fundraising will help us to provide a robust instructional staff in our startup years, prior to our gaining economies of scale.

**Major Expense Categories as a % of Total Revenue**

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>13.13%</td>
<td>9.47%</td>
<td>13.29%</td>
<td>11.12%</td>
<td>12.22%</td>
</tr>
<tr>
<td>Instructional Personnel</td>
<td>39.25%</td>
<td>33.69%</td>
<td>32.56%</td>
<td>33.36%</td>
<td>31.07%</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>13.30%</td>
<td>13.04%</td>
<td>12.85%</td>
<td>12.73%</td>
<td>12.67%</td>
</tr>
<tr>
<td>Student Services/School Operations</td>
<td>23.06%</td>
<td>20.33%</td>
<td>19.77%</td>
<td>19.07%</td>
<td>18.93%</td>
</tr>
<tr>
<td>Facilities</td>
<td>11.26%</td>
<td>8.35%</td>
<td>6.64%</td>
<td>5.60%</td>
<td>4.98%</td>
</tr>
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</table>

**Expenses:** In keeping with our priority of providing for high-quality instruction and student support, we plan to spend over 50% of our annual revenues on Instructional and Other Student Services, while keeping the percentage of revenues spent on administration below 15% each year and keeping our facilities spending below 9% of total revenues after Year 1.

**Administration:** Our startup administration will be lean—salaries for this budget category are for the Executive Director, the Principal, and the Secretary ($183,590). See Attachment 14 for details on staffing. Additionally, we have planned for significant outlays in our early years for
IT/Data Processing Infrastructure and Business Support from Accounting Management Solutions. Using a full-service payroll provider like Paychex® will ensure that both our payroll and HR systems and policies are based on best practices in the field, while allowing our administrative staff to focus on more mission-critical priorities. We plan to secure a line of credit on which we are able to draw to provide cash flows, especially in the final weeks of each quarter.

**Instructional Services:** The primary drivers of our expenses in this category are teacher salaries. Our average teacher salary ($43K) is equivalent to what the sending district pays a third-year teacher with a Master’s degree. In addition to the base salaries indicated, we have provided for a 3% yearly increase for all salaries. This increase reflects that a given position’s salary will increase anywhere between 0% (new hire) and 5% (high-performing returning teacher) from the previous year. All contracts will be for one year only. Our on-staff STEM and Arts professionals will provide extensive professional development for elements of the STEAM school design, including curriculum, instruction, culture and management. We have allocated the bulk of our professional development funds to this effort.

**Other Student Services:** Our largest expense in this category is food services; we plan to contract with a food service provider at approximately $7/student/day. While Federal and State Nutrition Reimbursements will offset some of these costs, we expect our nutrition program to operate at an approximate 20% loss. Salaries in this category reflect a part-time nurse (Year 3). We have also budgeted $21,000 ($150/student) for TASCS ‘s STEAM on Display, school-wide special events, which will showcase high quality student work and create a welcoming school culture based on technology and arts projects in our school. These resources will also allow for our students’ best work to be produced and disseminated to local schools and within the community. Also in this category, we have also budgeted for $10/student to subsidize school uniforms.

**Operation and Maintenance of Plant:** We project to spend an average of $337,500 on facilities and maintenance over our first five years of operation. This projection takes into account the current real estate market in Drew and reflects our desire to keep facilities expenses below 10% of total revenues, allowing for greater resources to go toward the instructional program. We expect to lease space at $3/sq. ft. Also, we have added an additional $2/sq. ft. to the cost per square foot to cover amortized renovation costs, which will be completed by the landlord over the first 3 years of the lease. Of the $337,500 budgeted, $25,000 will be spent on renovations over the first five (5) years of operation. Finally, we have budgeted $20,664.63 in our first year; 20,670 in the second year; $20,675 in year three; $20,680 in year four; and $20,685 in the fifth year in reserves/contingency for renovations/improvements to cover unforeseen expenditures. These figures are based on discussions with local builders and architects and they will allow Truth Academy to complete minor renovations (prior to taking occupancy) to ensure ADA accessibility, and gradual renovations during each of the first two to three years to create additional classroom space as our enrollment increases. See Attachment 18 for details on Facilities.

**Fixed Charges:** Payroll taxes for employees participating in the Mississippi Teacher Retirement System (MTRS) will be 1.45% of salary, along with an additional 1% for unemployment. We
have budgeted 6.2% FICA and 1.45% for Medicare for non-MTRS participants and an additional 1% for unemployment. In view of the fact that Truth Academy pays competitive salaries to attract highly qualified personnel. As additional funding becomes available (grants and donations), the school has plans to pay 50% of the premium for employee health plans, estimated at $450/month (single) and $1000/month (family). In keeping with our commitment to attract talented educators, we plan to budget 50% of the premiums for dental estimated at $50 (single) and $75 (family); vision also estimated at $50 (single) and $75 (family); and $250 per employee per year for life and short-term disability insurance. We assume approximately 60% participation in these plans.

**Contingency Fund:** We have reserved a contingency fund at 1.5% our first year and 2.5% of our total revenues in years 2-3. While we plan to maintain a minimum 2.5% contingency fund each year, the smaller percentage in our first year reflects the fact that there are substantial start-up costs in Year 1 that must be covered prior to reaching an optimal enrollment that can provide economies of scale.

**Operating Surplus:** We plan to generate a modest surplus in our first three years. These funds will be placed in a money market account and will provide us with additional liquidity, ensuring that we can meet our obligations in a timely manner. Other expenses are cash reserves allocated for future projects such as improvements to existing facilities and emergency expenditures.

**SUMMARY**

**Budget Assumptions**
A pro-forma line-item budget is shown in Attachment 20, dating from approval through the fifth (5th) year of operation. This budget projects that revenues based on enrollment will be sufficient to meet all anticipated expenditures and allow for all proposed School activities for the period in question.

**Budget and Program Planning**
The annual budget is evidence of the Board's commitment to the objectives of the instructional programs. The budget supports the immediate and long-range goals and established priorities within all areas, instructional, non-instructional and administrative programs. Prior to presentation of the proposed budget for adoption each year, the Executive Director, assisted by the Chief Financial Officer (in Year 5) shall prepare, for the Board's consideration, recommendations (with supporting documentation) which shall be designed to meet the needs of students within the limits of anticipated revenues.

**Budget Implementation and Execution**
Once adopted by the Board, the operating budget shall be administered by the Executive Director and the Chief Financial Officer. All actions in executing the programs and/or activities delineated in that budget are authorized according to these provisions:
1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Mississippi and adopted Board policies.
2. Funds held for contingencies may not be expended without approval from the Board.
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month.
4. Purchases shall be made according to the legal requirements of the State of Mississippi and adopted Board policy.

Budget Adjustments
Any person(s) proposing a budget amendment must provide written notice of the same to each board member at least seven (7) days in advance of the meeting at which such budget amendment will be proposed. Prior to the final vote on a budget amendment proposal, notice shall be posted and published once in the manner prescribed by Mississippi law. The meeting to adopt a budget amendment shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements. With timely notice of a public meeting, Board of Directors, by sixty percent (60%) of the Board membership, may declare by resolution that a budget amendment is necessary to reflect the availability of funds and the requirements of Truth Academy STEAM Charter School.

ADA Accounting
Current procedures employed by the Sunflower County Consolidated School District in concert with attendance results reported to the Mississippi Department of Education are used to account for Average Daily Attendance (ADA) – i.e. use of attendance cards, requests for absence notes, completed registers, and statistical reports.