



AMENDMENT APPLICATION

to Expand a Public Charter School in the District of Columbia

Submitted by BDC, A Public Charter School, Inc.
to the District of Columbia Public Charter School Board

September 2, 2016

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Applicant Information Sheet

Important Note: The full application, including this form, will be posted on PCSB's website. Local community members, including members of the media, may contact the designated representative for questions about the proposed school.

Name of Proposed Charter School: BASIS DC Primary

If applicable, affiliated Management Organization: BASIS Educational Group, LLC.

Affiliated Management Organization is: ☐ Non profit ☒ For profit

Designated Representative: DeAnna Rowe

Address: 7975 N. Hayden Rd. Scottsdale, AZ 85258

Telephone: (202) 393 5437 Email: DeAnna.Rowe@basisschools.org

Names of all members of the founding group¹, including their affiliation with the proposed school: Craig R. Barrett, Ph.D. President and Chairman, Board of Trustees of BDC, A Public Charter School, Inc.; David Hedgepeth, Treasurer and Board Member; Peter Bezanson, CEO, Carolyn McGarvey, Chief Schools Officer, David Tyler, Vice President of Finance for BASIS.ed, Julia Toews, Vice President of Academics for BASIS.ed, Alice Randall, Director of External Affairs for BASIS DC and BASIS DC Primary, Tim Eyerman, Head of School for BASIS DC, Heather Vita, Head of Operations for BASIS DC, Kate Gottfredson, Director of Research and Exceptional Student Services for BASIS.ed, Rashida Jordan, Special Education Coordinator at BASIS DC, Ashley Brown, Associate Vice President of Academics at BASIS.ed, Michelle Mason, Associate Vice President of Academics at BASIS.ed, and Linda Louis, Director of Special Curriculum Projects at BASIS.ed, and DeAnna Rowe, Executive Director, BDC and BSI

Type of Application:

☒ New School

☐ Conversion of Existing School: ☐ Public ☐ Private

If conversion, name of the school being converted: N/A

¹ This list should include all core members of the applicant group, those who may transition to the founding board, and those who may transition to the founding leadership team.

Proposed First Year of Academic Operation: Fall 2017

Requested Enrollment Ceiling 2, 3, 4

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1			84	64	64	64	64									340
Year 2			84	96	64	64	64									372
Year 3			84	96	96	64	64									404
Year 4			168	160	160	160	128									776
Year 5			168	192	160	160	160									840
Year 6			168	192	192	160	160									872
Year 7			168	192	192	192	160									904
Add additional rows as necessary until reaching capacity.																
Capacity : Year 8			168	192	192	192	192									936

Proposed Location of School, if known (address or area(s) of city): Washington, D.C. (Year 4 numbers and above = two campuses).

If applicable, list all schools that the Management Organization currently operates, has been approved to operate, or is currently applying to open:

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
BASIS Ahwatukee	Phoenix, AZ	2013	4 12	746, capacity 1320
BASIS Chandler	Chandler, AZ	2011	5 12	922, cap. 1320
BASIS Chandler Primary North Campus	Chandler, AZ	2016	K 4	579, cap. 720
BASIS Chandler Primary South Campus	Chandler, AZ	2015	K 4	435, cap. 450

² If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

³ A schedule of enrollment ceilings will be included in the proposed school's charter agreement. Given the importance and complexity of the enrollment ceilings, and potential shifts in facility availability or requirements, it is PCSB's expectation that most approved applicants will collaborate with PCSB staff to finalize their enrollment ceilings before earning full charter approval.

⁴ Applicants proposing to serve adult students or other non-traditional (PK–12) grades should adjust the enrollment ceilings table accordingly (e.g., using Adult Basic Education levels rather than grades).

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)
BASIS DC	Washington, D.C.	2012	5–12	600, cap 711
BASIS DC Primary	Washington, D.C.	2017	K–4	330
BASIS DC Primary (2)	Washington, D.C.	2020	K–4	330
BASIS Flagstaff	Flagstaff, AZ	2011	3–12	630, cap. 660
BASIS Goodyear	Goodyear, AZ	2015	6–9, at capacity 6–12	190, cap. 510
BASIS Goodyear Primary	Goodyear, AZ	2015	K–5	574, cap. 720
BASIS Independent Brooklyn	Brooklyn, NY	2014	PreK–10	660, cap. 660
BASIS Independent Fremont	Fremont, CA	2016	K–5	125, cap 125
BASIS Independent McLean	McLean, VA	2016	PreK–10	235, cap 235
BASIS Independent Silicon Valley	San Jose, CA	2014	5–12	800, cap 800
BASIS International School Shenzhen	Shenzhen, Guangdong, China	2015	PreK–11	865, cap 865
BASIS Mesa	Mesa, AZ	2013	3–12	649, cap. 840
BASIS Oro Valley	Oro Valley, AZ	2010	6–12	567, cap. 672
BASIS Oro Valley Primary	Oro Valley, AZ	2014	K–5	732, cap. 810
BASIS Peoria	Peoria, AZ	2011	5–12	744, cap. 780
BASIS Phoenix	Phoenix, AZ	2012	5–12	779, cap. 840
BASIS Phoenix Central	Phoenix, AZ	2014	K–8, at capacity K–12	859, cap. 900
BASIS Prescott	Prescott, AZ	2014	K–12,	781, cap. 840
BASIS San Antonio Medical Center	San Antonio, TX	2013	5–11, at capacity 5–12	746, cap. 840
BASIS San Antonio North Central	San Antonio, TX	2014	5–10, at capacity 5–12	629, cap. 840
BASIS Scottsdale	Scottsdale, AZ	2003	4–12	1081, cap. 1320
BASIS Scottsdale Primary	Scottsdale, AZ	2015	K–3	520, cap. 720
BASIS Tucson North	Tucson, AZ	2012	5–12	1104, cap. 1236
BASIS Tucson Primary	Tucson, AZ	1998	K–4	802, cap. 925
Add additional rows as necessary to detail all schools.				

Relationship between the school and its employees:

☐ Contract

☒ At will

☐ Both/Combination

Applicants are invited to provide more information about this under **Section C: Management Plan, Staffing Plan.**

If you have previously applied for a charter in, or operated a charter school in the District of Columbia, please provide relevant information about the application/school, including name of the school, year of application, authorizer (PCSB or DC Board of Education), years opened/closed, etc., as applicable.

BASIS DC. Opened in 2012. Authorizer: PCSB. School in fifth year of operation.

Executive Summary

BDC, A Public Charter School, Inc. (BDC) was founded in 2011, when a group of parents sought to bring a new type of middle and high school program to the District. These parents were intrigued by the academic rigor and outstanding results of the BASIS.ed-managed schools in Arizona, and did not think there was a comparable program in the existing D.C. public education system. At the time, the only BASIS.ed model that existed served grades 5–12. Now, however, after four years of growth in establishing BASIS DC and concurrent development of a primary program in BASIS.ed-managed charter and independent schools, BDC requests expansion of our current 5–12 charter to include Kindergarten through 4th grade, and to add at least two additional campuses. The first campus will open in the fall of 2017, with the ability to open a second campus by 2020.

This expansion request is driven by BDC's goals to offer all K–12 students in Washington, D.C. not just an additional Tier 1 option, but a world-class educational opportunity. The BASIS.ed model, while internationally known for its academic rigor, is, at its core, a program that, by design, develops in our students a deep love of learning, rooted in inquisition and problem solving. We know that the true foundations of a love of learning and academic readiness for advanced curricula are developed far before 5th grade. We expect that BDC's expansion to the primary grades will result in deeper, more engaged learning; higher internal and external exam scores; fewer students in need of academic support in the intermediate grades; and an effective transition to the rigorous academic approach in our 5–12 program.

In order to achieve these expectations, we place strong emphasis on the quality and preparedness of our staff, and on the organization and comprehensiveness of the BASIS.ed model of curriculum-plus-culture. Our experience proves that this model is thriving. The 12 existing BASIS.ed-managed primary schools, the first of which opened in 2013, enjoy great success; BASIS.ed students are outperforming their peers on state and international tests⁵ and are flourishing in their classes. We have learned from the results of our program that the original impetus behind the BASIS name holds true in all grades: *school culture is absolutely key to advanced learning*. Consistency of courses and rigorous, spiraled curriculum; organization and preparation of teachers and students; robust support structures, including a two-teacher model for all primary grades; and accountability for achievement in our students' education are cultural hallmarks in all BASIS.ed-managed schools.

In BASIS DC's four years of operation, this culture has developed from a model into an actualized community. We have already cultivated successful relationships with many families in D.C., and are committed to increasing this positive base. Both D.C. parents and students alike have expressed a desire for a BASIS DC Primary for years, and our K-4 interest list stands at 398 names. BASIS DC has diligently worked to build awareness, inclusiveness, and collaboration across all eight wards of the District. Some of our recent outreach activities have included information sessions, ANC meetings, parent coffee chats, and community events (including Anacostia Day, National Press Club 5k Run, National Archives' Educators' Open House, DC African Festival, Penn Square Association, and the National Symphony Orchestra In Your Neighborhood Program). BASIS DC is proud to host visitors at our school as well, and frequently holds events to celebrate our students and their families, such as student Talent Shows and Awards Assemblies.

⁵ AzMERIT and ISA (International Schools Assessment, based on PISA)

We also invite community members to join us at external events, such as the National Science Bowl and the National Junior Classical League Certamen Competition, where BASIS DC students excelled this year. We look to continue strengthening our outreach to more potential BDC families, local D.C. officials, and organizations, and invite the community to celebrate our first graduating class this coming spring.

BDC is committed to the District, the residents, and the students of our nation's capital, and desires to strengthen the relationship with the community by offering a primary program that is as academically rigorous and integral to the educational landscape in D.C. as our intermediate and high school program. This addition will allow us to provide students the choice to remain in one consistent K–12 academic community, where they can benefit from the rigor and rewards of a BASIS.ed education. We look forward to the opportunity to implement this program, which will serve as the positive foundation for our students' lifelong learning.

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Section A.

Establishing the Need

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A. Establishing the Need

1. Demonstrating a Need

BASIS DC families and other District residents have been requesting a BDC expansion to serve the primary grades since 2014. Adding Kindergarten through 4th grade (“K–4”) to our curriculum at two “BASIS DC Primary” campuses and raising our enrollment cap will not only allow us to meet the demand for our primary program and serve more D.C. children, but will also enable students to begin preparing for the accelerated BASIS.ed intermediate and high school program at an earlier age. The proposed BDC Primary program seeks to meet two student needs in D.C.: first, an academic need for additional high-quality seats in primary education; and second, a social-emotional need to remain in one consistent academic community throughout childhood. By meeting these needs through a BASIS.ed K–4 program, students will gain the opportunity to experience an uninterrupted and fully-integrated college-preparatory education—an advantage that existing BASIS DC families have expressed deep interest in for some years.

There are many advantages to a BASIS.ed primary education. K–4 students in D.C. will benefit from a two-teacher model in all courses, integrated block courses, a wide variety of art and enrichment courses, a spiraled curriculum, a robust and thorough support program, explicit and consistent instruction in organization and study skills, and the ability to develop an excellent foundation for the rigors and rewards of the intermediate and high school program (grades 5–12) at BASIS DC.

Projected Student Population

Because BASIS DC Primary will have a similar broad mission to make a rigorous, internationally competitive education available to all students in the District, BASIS DC Primary’s projected student population is expected to roughly mirror the demographics of the current BASIS DC school. As listed in more detail below, the rates of English Language Learners, students with disabilities, and at-risk/economically-disadvantaged students are comparable for BASIS DC and those schools with which BASIS DC Primary expects to be compared with, which BASIS DC Primary expects to be compared as parents choose a K-4 program for their students.

The existing BASIS.ed-managed schools outside of D.C. (in Arizona and Texas) reflect demographics that are dissimilar than BASIS DC. However, this is to be expected: BASIS.ed-managed schools tend to reflect the demographics of their surrounding areas as families are looking for a rigorous academic program. BASIS.ed has designed an operational model that adapts to the needs of each community, and each school works to be responsive to the demographic composition for the community at large and the students within the school. For example, BASIS DC has capitalized on this flexibility by making staffing and process changes in recent years to serve its population more effectively. For example, BASIS DC brought in a school psychologist, as needed, and additional Learning Specialists to ensure the Exceptional Education department meets student needs. We will continue to be mindful of the student population and relative needs as we identify the facilities for the BASIS DC primary campuses, knowing that while we aim to serve students from across the District, geographic placement will always play a role as well.

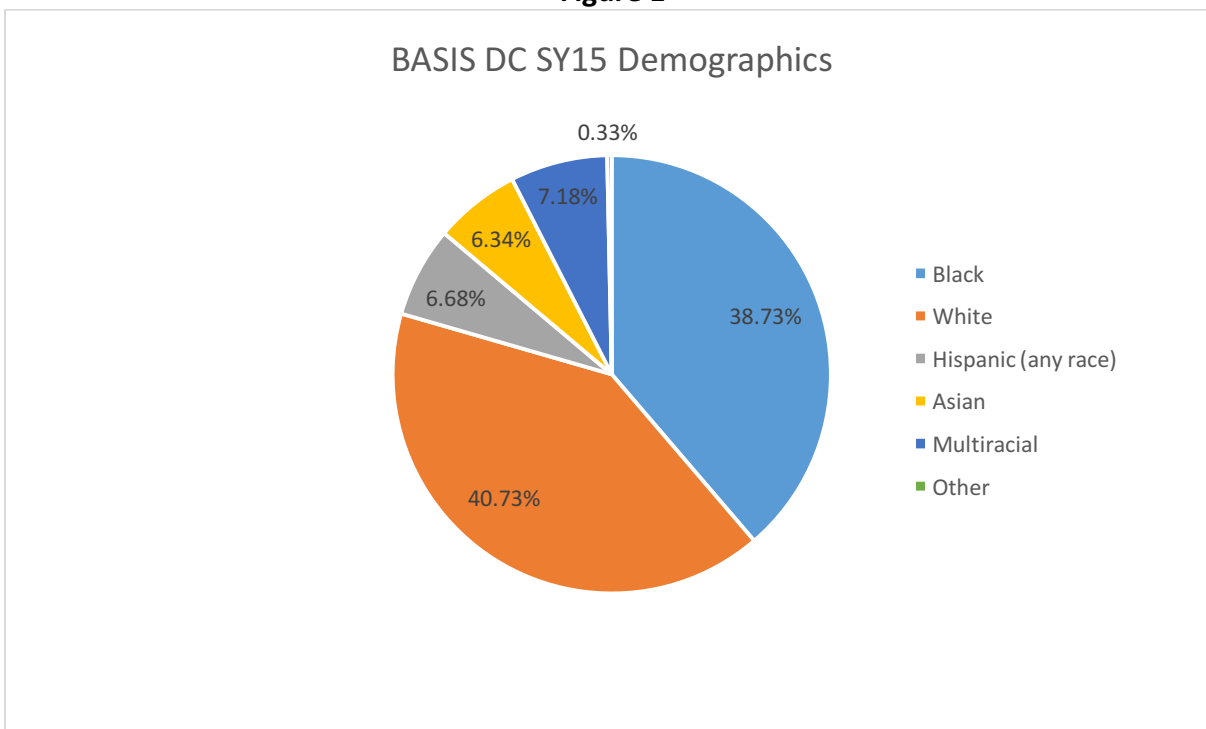
Additionally, BASIS.ed-managed schools have continued to grow outside of D.C., leading to the development of support systems at the BASIS.ed Central Office that have scaled up accordingly. These include a Recruiting Division to assist with finding and pre-screening high-quality teachers; a Data Management Division to manage and train users on our many systems and databases, as well as compile and analyze data; a Schools Management Division to assist leadership; a Marketing Division to assist with student recruitment; expanded Operations and Finance Divisions; and an expanded Academics Division to manage curriculum and assessments, and to provide network-wide professional development and mentoring. BASIS DC Primary will benefit directly from these enhanced, centralized management services.

BASIS DC Primary will be an open-enrollment Kindergarten through 4th grade (K–4) tuition-free public charter school that does not employ entrance examinations as part of enrollment. Enrollment will be granted to any student who applies through the My School DC lottery and is offered a seat. BASIS DC Primary will accept applications each year through the Common Lottery through 4th grade and as long there are seats available, the school will admit new students each year at grade level through at least 4th grade.

Current BASIS DC Students

Our students are at the core of everything we do at BASIS DC. The BASIS DC student demographic for the 2015–16 school year is represented in Figure 1 below.

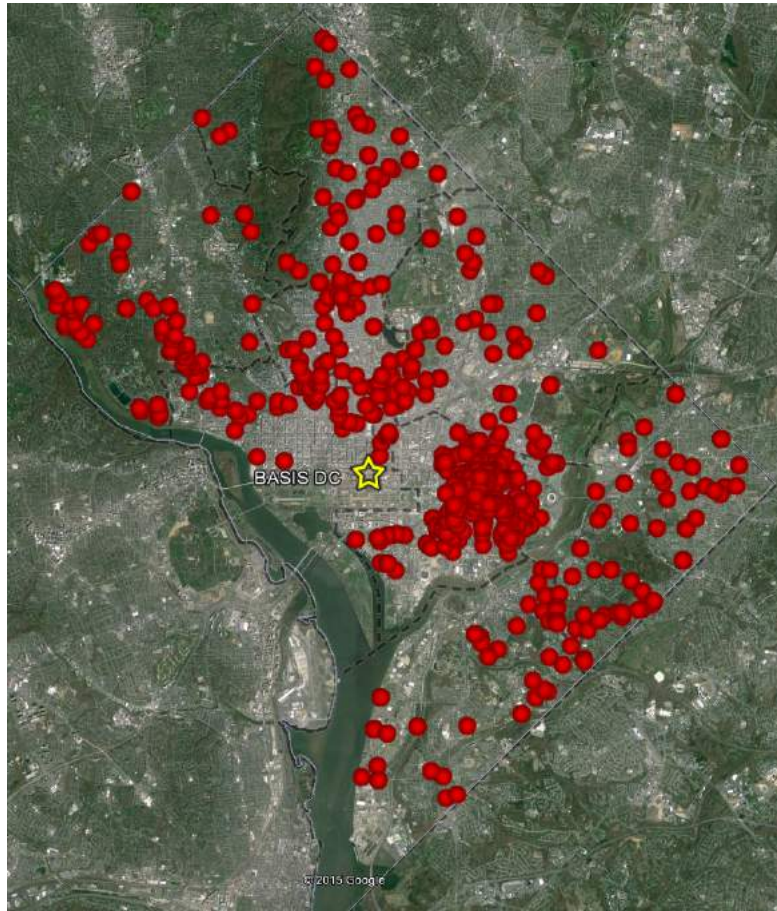
Figure 1



BASIS DC demographics in the 2015–16 school year

Furthermore, the students at BASIS DC represent not just a demographically-diverse population, but also one of geographic diversity. In the 2015–16 school year, BASIS DC drew students from every residential zip code in the District, as seen in Figure 2.

Figure 2: BASIS DC Student Map SY2016



BASIS DC students come from every ward in the District. Each dot represents one family.

Who is a BASIS Student?

A common misconception about BASIS.ed-managed schools is that all of our students are gifted or academically advanced when they arrive at the school and are just inherently “good at school.”

In reality, our students exhibit a wide range of skills, abilities, and challenges. Our curriculum *is* accelerated and rigorous; however, the BASIS.ed academic model is based on an integration of topics and courses and inherently helps students create explicit connections between their prior knowledge and new concepts/skills. Students find that our spiraled curriculum helps them hit the ground running each year, and helps them know what to expect in the years to come. The consistency of courses and major topics throughout the primary program helps students feel comfortable and confident, even with advanced material. Families that choose to send their students to BASIS DC are those seeking one of the best educational options in the world.

We believe that we meet a student need in the District by providing a school that can compete on a level consistent with its most successful peer institutions internationally and a primary program will only improve these options in the District.

The BASIS.ed network of charter schools serves a very diverse population. The mission of every BASIS.ed-managed charter school is to provide an academically-rigorous program and ensure that all families who are seeking this type of education for their children are able to access it. As expressed in the initial BASIS DC charter application, and throughout this amendment request, the BDC mission itself does not target a specific student population. A natural consequence of this mission is that each BASIS.ed-managed school's population is unique in its diversity. The only "typical" thing about a BASIS.ed student is that he/she is committed to hard work and to putting forth their best individual effort. This includes students with a broad range of disabilities, as well as English Language Learners. Our experience in serving students with disabilities has matured as our programs have matured and we have learned many lessons along the way.

This is especially true for the BASIS.ed-managed charter school programs serving grades K–4, where the percentage of students with disabilities tends to be higher than within BASIS.ed-managed charter schools that serve only grades 5–12. The vast majority of students with disabilities who attend BASIS.ed-managed charter schools are able to maintain a Least Restrictive Environment (LRE) within the general education setting for 80 percent of the day or more. However, when students require additional services, the program is able to adapt to ensure an individual student's needs are being met. As mandated by IDEA, the IEP Team, will make determinations of appropriate accommodations and modifications, as well as related services, based on an individual student's disability and needs. In some cases, that may mean staffing a 1:1 classroom aide to provide necessary redirection and support with organizational skills; in others, it could mean providing additional "pull-out" service minutes to allow for necessary direct-specialized instruction. This, in turn, has resulted in the need to maintain flexibility in our staffing model for exceptional student services.

While we can certainly make a projection as to necessary staffing based on historical data and local area data, we appreciate the flexibility to adapt based on population. We have also made adaptations to our facilities to ensure we have appropriate space that is responsive to student needs. For example, we have increased the size of the Exceptional Student Services room at one school to incorporate a laptop center for students who have goals related to written expression requiring assistive technology accommodations. Given our experience in D.C. with the 5–12 program, and having studied the area's K–4 student demographics, our facilities plan incorporates sufficient flexibility to accommodate the needs of providing appropriate services and instruction to students with disabilities.

Complementing and Competing with Existing Schools in the District

Ultimately, we aim to serve the entire District with a complete K–12 program between BASIS DC and two BASIS DC Primary campuses. This, combined with the fact that BASIS DC currently attracts families from every ward, means that defining a target area is a complex task. First, examining the top-performing schools in the District for grades 3 and 4 (the earliest grades for which PARCC scores are available) can provide a helpful indicator of the schools currently available to families seeking a top performing primary school.

Since BASIS.ed aims for higher, internationally-based student outcomes as part of its mission, Table 1 below identifies percentages at various schools achieving Level 5 (Exceeding Expectations) for each

category on the 2015 PARCC exam, which provides a better understanding of the target population than the Level 4+ (Met Expectations) percentage.

Table 1. Percent of D.C. Students Scoring in the Highest Proficiency Categories^{6 7}

School Name	Ward	3 rd Grade All Math Level 5 (%)	3 rd Grade All ELA Level 5 (%)	4 th Grade All Math Level 5 (%)	4 th Grade All ELA Level 5 (%)
Mann ES	3	23.7	10.5	9.5	33.3
Stoddert ES	3	21.3	4.9	18.5	24.5
Lafayette ES	4	24.7	5.3	14.4	20.2
Key ES	3	21.1	8.8	17.0	17.0
Brent ES	6	14.5	9.1	9.5	28.6
Janney ES	3	22.1	8.3	9.4	16.7
Hyde Addison ES	2	10.5	3.6	19.2	23.1
Murch ES	3	23.8	7.2	9.9	8.8
Eaton ES	3	11.9	3.0	6.6	26.3
Maury ES	6	14.6	7.3	7.7	11.5
Oyster Adams Bilingual School	3	8.5	1.4	9.7	20.8
Washington Yu Ying PCS	5	17.5	9.5	5.7	5.7
Hearst ES	3	4.3	6.5	8.8	8.8
Inspired Teaching Demonstration PCS	5	14.8	0.0	4.0	8.0
KIPP DC Promise PCS	7	15.5	1.9	6.6	2.2
Shepherd ES	4	6.5	6.5	4.2	8.3
DC Prep PCS Edgewood Elementary	5	4.5	14.9	1.4	2.9
KIPP DC LEAD Academy	6	15.2	2.2	-	-

As Table 1 shows, the District’s highest performing schools for 3rd and 4th grades are heavily concentrated in Ward 3, leaving many students without access to a top- performing school. BDC would like to increase the availability of excellent education to more students in Washington, D.C. As such, we are requesting approval to open two BASIS DC Primary campuses, each serving grades K-4, over multiple years. For our first campus we have reviewed real estate options across the District and at the time of this writing, the most promising for the campus are locations in Ward 1 and Ward 2. Our later campus would be located outside of Ward 1 and Ward 2. Graduates from these two primary schools would, then, matriculate to the existing BASIS DC campus downtown for grades 5–12.

⁶ Includes schools in the top 10 in any one of the four categories. Excludes schools with fewer than 25 students per grade whose PARCC results were not published publicly.

⁷ Based on recent PARCC scores released on August 30, 2016, we will continue to evaluate student performance in this competitive landscape.

Though some schools near the proposed locations of BASIS DC Primary receive high marks, BASIS.ed’s unique combination of requiring teachers to be experts in their subjects, offering a two-teacher model for all classes in all primary grades, providing an accelerated curriculum for all students, and emphasizing individual responsibility and autonomy for students make BASIS DC Primary an educational environment that would be attractive to families in the District. For comparison, Table 2 shows the percentage of Arizona students scoring in the highest proficiency categories and the 2015 AzMERIT scores of all BASIS.ed-managed charter schools currently serving 3rd and 4th grades. AzMERIT is the standardized test for schools used by the state of Arizona. It is similar in many ways to the PARCC test, as it was designed to measure students’ achievements on Common Core standards. For AzMERIT scores, the top tier (Highly Proficient) is designated Level 4 rather than the Level 5 indicated in the DC PARCC scores. BASIS DC Primary would use a nearly identical curriculum to that used in the schools listed below, so these results provide great insight into the level of academic excellence that BASIS.ed-managed primary schools achieve. The results show that BASIS.ed-managed primary schools in Arizona outperform the state average by as much as 400 percent⁸. Some of the schools represented in the following table (Ahwatukee and Mesa) are actually not primary schools. They operate grades 4–12, and so the 4th grade students at these schools do not have the benefits and supports of the BASIS.ed model from grades K–3. This demonstrates that even just one year at a BASIS.ed-managed primary school is an incredible advantage. We anticipate similarly phenomenal results at BASIS DC Primary.

Table 2. BASIS Charter School AzMERIT Scores*

School Name⁹	3rd Grade All Math Level 4 (%)	3rd Grade All ELA Level 4 (%)	4th Grade All Math Level 4 (%)	4th Grade All ELA Level 4 (%)
Arizona (all public schools)	13	10	10	6
BASIS Average (Arizona)	42	38	39	21
BASIS Ahwatukee	N/A	N/A	48	20
BASIS Mesa	N/A	N/A	36	21
BASIS Oro Valley Primary	52	42	39	30
BASIS Phoenix Central	29	33	48	18
BASIS Tucson Primary	45	41	24	18

*Level 4 is defined as “Highly Proficient”. Students who score Highly Proficient/Proficient are likely to be ready for the next grade or course; students who score Partially Proficient or Minimally Proficient will likely need support to be ready for the next grade.¹⁰

Our triple-focus on accountability, support, and celebrating achievements motivates us to succeed. We assess students often, not only to track progress and the effectiveness of interventions, but also to assess instructional methods. Excellent performance on formative assessments and summative/standardized

⁸ Compare BASIS Oro Valley Primary 4th grade ELA to Arizona (all public schools)

⁹ In Arizona, the AzMERIT standardized test (based on Common Core standards) only has four levels rather than the five used in DC.

¹⁰ From AzMERIT Reporting Guide. Available at: <https://www.azed.gov/assessment/files/2012/10/azmerit-reporting->

assessments proves to the students that their hard work matters, and also proves that the BASIS.ed educational philosophy, academic model, and school culture work for those students who strive for success. On the 2015 AzMERIT exam, for instance, 44% of Arizona 4th graders were Proficient on the ELA portion, with only 6% scoring Highly Proficient. 82% of BASIS 4th graders, by contrast, were Proficient, with 21% Highly Proficient. On the Math exam, 44% of Arizona 4th graders were Proficient, with only 10% rated as Highly Proficient. 86% of BASIS 4th graders scored Proficient, with an impressive 39% scoring Highly Proficient. These 2015 averages were taken from our campuses in Ahwatukee, Mesa, Phoenix, Oro Valley, and Tucson, Arizona, where our students have a wide variety of races, socioeconomic statuses, language proficiencies, and educational backgrounds. We anticipate that our 2016 AzMERIT results (including our schools in Goodyear, Prescott, and Scottsdale, Arizona) will showcase the achievement and improvement of BASIS.ed students over other schools in the state.

Our AzMERIT results clearly show that we are successful in building and maintaining academic excellence throughout years of operation and expansion. The anticipated population at BASIS DC Primary will likely vary from those of existing BASIS.ed-managed schools, but the BASIS.ed philosophy determines that every student can be successful at BASIS DC Primary. Not only do our teachers and staff model an excellent work ethic for their students, but they also ensure all students have every opportunity to receive support they might need on their way through the BASIS.ed primary program. The families who will choose to send their students to BASIS DC Primary are those seeking the best education in the world. As demonstrated by our success in our other primary schools and our commitment to meet the needs of the community we serve, the BASIS.ed primary program is replicable for students in the District. There is no doubt that the high academic standards, the positive school culture, and the emphasis on student accountability that are the foundation of the BASIS philosophy have helped our students achieve academic excellence at every BASIS charter school. Parents and students in D.C. have been requesting a BASIS charter school for several years; we now seek the opportunity to meet that demand.

Projected Demographic Variance

As our search for a BASIS DC Primary school is still active, we continue to winnow the field of possible locations for further analysis. We know that charter schools in D.C. have a different demographic variation due to open enrollment and families/students who attend from every ward. We anticipate that our new primary school would reflect something similar to these schools.¹¹ Applying this information, together with the current demographic information for BASIS DC grades 5-12, we anticipate that the student population at BASIS DC primary campuses will reflect approximately 7-10% special education, 3 percent ELL, and 17 percent Economically Disadvantaged.

Demographic Analysis

BASIS DC is committed to serving students of all levels, from all backgrounds, and abilities. The BASIS DC demographics shown in Figure 1 roughly mirror the demographics of D.C. as a whole according to July

¹¹ The similar schools information provided in the Additional Materials (appendix H) shows E.L. Haines in Ward 4 at 15 percent Special Education, 65 percent Economically Disadvantaged and 30 percent for English Language Learners. Two Rivers in Ward 6 shows 24 percent Special Education, 45 percent Economically Disadvantaged, and 4 percent English Language Learners. In Ward 5 for Charter Schools Yu Ying and Inspired Teaching Demonstration, the ranges are: 8-12 percent Special Education, 4-6 percent ELL, and 9-18 percent Economically Disadvantaged.

2015 estimates from the U.S. Census Bureau.¹² BASIS DC takes pride in this fact, as it exemplifies the school's commitment to providing equal opportunity for all students from any part of D.C.

The fundamental purposes of Exceptional Education at BASIS.ed are the same as those outside of Exceptional Education: the optimal development of the student to achieve success in the educational environment. Indeed, special education is developed as a highly-specialized area of education in order to provide children with exceptionalities with the same opportunities as other children to receive an education that will prepare them for success throughout their lives. BASIS.ed managed schools have developed a strong competency in delivering a quality special education program for students with a range of individual needs. Through appropriate staffing (discussed at length in Section 2 of this application) and professional development for all school staff (discussed in greater detail in Section 5b of this application) we are able to meet the needs of most learners as they arrive at BASIS.ed managed primary schools. In just a short time of operating BSAIS Tucson Primary and BASIS Phoenix Primary, we have learned how to integrate critical intervention techniques and plans to genuinely support students with unique needs. Perhaps most importantly, we embrace the responsibility we have as a public school to identify, develop, and implement individual plans for those students who require these services. We know that there is a lot to learn, but we are entering this next phase of our educational delivery with our eyes open and ready to embrace the challenges that will come.

BASIS DC Primary will also serve the community well as the population of families with young children in the District continues to grow. Between 2010 and 2014, the District added nearly 14,000 children to its population. Of these, most were under age 6, indicating that a primary school is the correct age group for BDC to aim to begin serving.¹³

Demographics for all BASIS.ed-managed charter schools nationwide are summarized in Table 3 below.

¹² <http://www.census.gov/quickfacts/table/RHI125215/11,00>

¹³ <https://districtmeasured.com/2016/03/28/kids-in-the-neighborhood-the-district-has-more-children-but-they-are-not-where-they-used-to-be/>

Table 3. BASIS.ed-Managed Charter School Demographics

School (Grades)	Race/Ethnicity (%)					Special Education (%) ¹⁴				English Language Learners (%)	Low Income (%)
	Black	Hispanic / Latino	White	Asian	Other	Level 1	Level 2	Level 3	Level 4		
BASIS DC (5–12)	38.19	6.42	41.84	6.42	7.11	3.5	1.2	0.0	0.4	0.7	17.4
BASIS San Antonio Medical Center (5–11)	2.32	30.54	24.89	37.63	4.63	1.3	-	-	-	0.6	6.58
BASIS San Antonio North Central (5–10)	4.22	36.56	33.22	19.33	6.5	1.3	-	-	-	3.2	7.65
BASIS Ahwatukee (4–12)	3.65	5.47	35.9	52.45	2.52	1.2	-	-	-	0.7	Not Measured
BASIS Chandler (5–12)	1.10	3.44	21.9	71.53	2.1	0.4	-	-	-	1.0	Not Measured
BASIS Chandler Primary – South Campus (K–4)	2.05	2.05	11.64	81.28	2.97	3.2	-	-	-	0	Not Measured
BASIS Flagstaff (4–12)	0.71	10.12	76.20	7.46	5.51	3.3	-	-	-	0	Not Measured
BASIS Goodyear (K–5)	15.2	14.40	35.20	25.60	9.6	3.2	-	-	-	0	Not Measured
BASIS Goodyear Primary (K–5)	15.2 0	19.8	36.8	25.13	7.36	2.7				0	Not Measured
BASIS Mesa (3–12)	8.04	15.91	53.10	19.43	3.52	1.6	-	-	-	0	Not Measured
BASIS Oro Valley (6–12)	1.52	11.74	67.05	17.23	2.47	0.7	-	-	-	0	Not Measured

¹⁴ Special Education percentages are tracked differently for Arizona and Texas schools than in Washington, D.C., therefore each of those schools entire Special Education % is listed in the Level 1 column

School (Grades)	Race/Ethnicity (%)					Special Education (%) ¹⁴				English Language Learners (%)	Low Income (%)
	Black	Hispanic / Latino	White	Asian	Other	Level 1	Level 2	Level 3	Level 4		
BASIS Oro Valley Primary (K–5)	2.32	15.40	58.72	18.66	4.9	4.3				0	Not Measured
BASIS Peoria (5–12)	3.51	3.65	41.29	49.72	1.82	1.5	-	-	-	0	Not Measured
BASIS Phoenix (5–12)	2.0	6.28	56.48	34.05	1.2	1.2	-	-	-	0	Not Measured
BASIS Phoenix Central (K–8)	7.85	13.9	42.34	31.4	4.51	2.5	-	-	-	0.1	Not Measured
BASIS Prescott (K–12)	1.22	4.88	83.33	8.94	1.49	1.2	-	-	-	0	Not Measured
BASIS Scottsdale (4–12)	.82	4.67	40.52	48.21	5.77	0.7	-	-	-	0	Not Measured
BASIS Scottsdale Primary (K–3)	2.86	1.71	37.14	49.71	8.57	4.0	-	-	-	0	Not Measured
BASIS Tucson North (5–12)	2.94	13.07	64.81	17.76	1.42	0.7	-	-	-	0	Not Measured
BASIS Tucson Primary (K–4)	3.67	17.91	55.67	17.57	5.28	3.6	-	-	-	1.9	Not Measured

2. Recruiting and Marketing

Existing Outreach and Community Input

As is typical with new BASIS.ed-managed charter schools, BASIS DC Primary has held multiple information sessions—and will continue to do so—as the primary vehicle for students and families to learn more about the school’s curriculum and offerings. These events are also the perfect opportunity for families to ask questions about and submit suggestions for the BASIS DC primary school, including potential locations. Families will continue to have the opportunity to provide input through the information sessions, and via email to the BASIS DC Primary Development Team. The information sessions are open to the public, publicized on the BASIS DC website and Facebook page, and are held either at BASIS DC or a location easily accessible from the current school site. Additionally, members of the BASIS DC leadership team have attended more than a dozen Advisory Neighborhood Commission Meetings in the last year across Wards 2, 5, and 6 to gather feedback on BASIS DC’s proposed expansion. If the application is approved, the BASIS DC team will attend additional meetings in the ward we select to begin gathering more specific feedback from the community.

Marketing Methods at Existing Schools

BASIS.ed-managed charter schools, BASIS DC included, generally benefit from a strong reputation, and continued enrollment has been driven largely by word of mouth. A BASIS DC primary school, in particular, has been the subject of vocal-family demand for a number of years. The BASIS DC Primary interest list currently includes more than 360 students and sign-ups are expected to accelerate as word about the school spreads. Families can also indicate their preferred location for a BASIS DC primary school at the time they join the interest list.

Other BASIS.ed-managed charter schools in their first year of opening have advertised in local newspapers and parenting magazines, as well as on GreatSchools.org, parenting blogs, Facebook and other websites, National Public Radio, public transportation platforms, and billboards. These efforts have been successful, as BASIS.ed-managed charter schools across the country meet their projected budgeted enrollment, including BASIS DC.

All of the marketing options described above are being explored for BASIS DC Primary. The BASIS DC Primary interest list has been promoted on the BASIS DC website and Facebook page, and large print ads have been placed in *The Hill Rag*, *East of the River*, and *MidCity DC* to ensure that families from every ward in the District—including limited-English proficient families and students—know about the potential expansion of BASIS DC. Ads will also be placed in the *Washington Family* magazine newsletter and Spanish versions will be placed in *El Tiempo Latino* and marketing will be translated to Spanish. A budget of up to \$40,000 is available for marketing BASIS DC Primary over the course of the next year (and especially in the September–December 2016 timeframe) to reach as many local families as possible. A portion of this will be held in reserve as a contingency fund for additional marketing.

Competition and Challenges

We welcome the opportunity to bring additional new high quality primary seats to D.C. The educational landscape in the District is missing a program exactly like that which BASIS DC primary will offer, we do not anticipate competition from other schools to be a significant challenge in student recruitment.

Because we are starting with a smaller incoming class size, and ramping up as we establish the program in D.C., we will grow naturally as families understand the choice in primary education that BASIS DC will offer. We understand that our program will not be aligned with what all families are seeking and we will be continually challenged to ensure that parents are educated about the type of program BASIS primary will be. By that same token, we will also be challenged to ensure we have strong parent communications to combat the frequent misconception that BASIS.ed-managed charter schools are too difficult or are only for a specific type of student. Effectively communicating with families at all times about the school's program, how it will support students, and what the student expectations are, will be key to addressing this potential difficulty, and to ensuring as many families as possible consider a BASIS.ed education for their student(s).

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Section B.

Education Plan

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B. Education Plan

1. Mission and Philosophy

BDC, A Public Charter School, Inc.'s mission statement is: BASIS DC will provide an accelerated liberal arts education at internationally competitive levels for all students. The rigorous college preparatory education at BASIS readies students for the college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

BASIS.ed-managed schools provide an elite education that prepares students according to the highest, most rigorous international standards. Our schools have been ranked consistently among the best schools in the United States—and the world.¹⁵¹⁶¹⁷

The BASIS.ed model is created and managed by BASIS.ed; it employs a network-wide culture based on the tenets described below across all campuses and utilizes a common BASIS.ed curriculum in the classroom environment. The culture-plus-curriculum building blocks are conducive to instilling in students a lifelong love and respect for knowledge, to understanding the importance of hard work and self-reliance as a path toward success, and to the discovery of individual strengths to be able to invent, design, and apply.

BASIS.ed Philosophy

BASIS.ed seeks to provide an accelerated liberal arts education at internationally-competitive levels for all students. We believe that advanced coursework is for all students, not just those identified as gifted; to that end, our curriculum is designed to help students develop autonomy and organizational skills as well as pure academic success. Most importantly, we try to provide students a deep knowledge base and a passion for learning, which will motivate them to reach their highest academic potential and prepare them for the demands of college and the workforce. BASIS DC's educational philosophy rests on several key tenets:

1. Creating and reinforcing a belief that learning is exciting, rewarding, and worthwhile

The BASIS.ed-managed school culture makes high academic achievement and intellectual engagement the norm. The goal of all BASIS.ed faculty is to give students the overall sense that learning is exciting, rewarding, and worthwhile—and not just now, but for a lifetime. Our teachers model this high-achieving community, not just by demonstrating passion for their subject-matter expertise, but also by showing

¹⁵ Washington Post. (2016). National schools - the Washington post. Retrieved July 26, 2016, from America's Most Challenging High Schools, <http://apps.washingtonpost.com/local/highschoolchallenge/schools/2016/list/national/>

¹⁶ Ripley, A. (2013). *The smartest kids in the world: And how they got that way* (First Simon & Schuster hardcover edition.). New York: Simon & Schuster.

¹⁷ U. S News and World Reports. (2016). View the 2016 Top Public High Schools. Retrieved July 26, 2016, from U.S News and World Reports High Schools, <http://www.usnews.com/education/best-high-schools/articles/slideshows/us-news-best-high-schools>

students that synthesizing the content and skills from various courses is the key to a comprehensive education.

2. Teaching Personal Responsibility

BASIS.ed affirms that students who develop skills to hold themselves accountable for setting and meeting their own goals are well-equipped to be confident and high-performing in the face of academic challenges. Student autonomy is built gradually over a number of years, and it is critical that it begins in the primary grades. Even new BASIS.ed-managed schools learn that they are responsible for information disseminated in class, for homework, and for assessments; our primary students are inspired take their educations seriously and learn to “own it.”

3. Teaching Good Study Habits and Providing Support

One of the fundamental methods of developing student responsibility is teaching strong study habits. As an integral part of our model, students learn how to take notes, manage their time, and organize their work. These skills, when learned early with consistent reinforcement, are among the fundamental advantages of a BASIS.ed primary education, and enable students to consistently and successfully meet the challenges of grades 5–12. Further, our Academic Support Program ensures that any student who may struggle with these challenges, including students with disabilities and English Language Learners, is provided one-on-one guidance and advocacy. As students advance through the grade levels, they become models for younger students and help create a culture of positive and purposeful peer encouragement.

4. Mastery of the Basics

Students at BASIS.ed-managed schools learn that mastering the basics is the precondition for moving beyond them. In order to help our students master the basics, we have crafted a curriculum that spirals content downward from Advanced Placement courses, all the way into Kindergarten. This kind of backward planning allows for our teachers and students to know exactly where they’re headed, and what is necessary for them to know and be able to do in order to get there. Our approach not only allows students to achieve high scores on the AP exams early enough to take post-AP and capstone courses before they graduate, but also provides primary students with the ability to practice experiencing difficult concepts and high-stakes testing environments for many years. While the AP-level content spirals down, age-appropriate social, emotional, and physical benchmarks spiral up to ensure that students’ needs are met at every age. BASIS.ed students feel comfortable encountering new information and using what they already know to meet new challenges head-on. Perhaps most importantly, this approach helps students understand that each course they take is not an island of isolated content, but is rather a stepping stone on a path of integrated education.

BASIS.ed’s goal is to establish and support the best schools in the world by exceeding the local education standards, and by improving upon the typical course scope and sequence of other public schools and charter schools. The mission and vision of BASIS DC Primary work toward this goal—the school aims to set the standard of educational achievement in the District and will mirror the existing BASIS DC in its efforts to empower students to achieve at globally-competitive levels. The BASIS DC Primary model (including some course offerings, course sequence, curriculum, and cultural norms) is an extension of the BASIS.ed Primary program that has been successfully operating since 2013.

2. Charter Goals and Student Academic Achievement Expectations

BDC, A Public Charter School, Inc. (BDC), the charter holder for BASIS DC and the proposed BASIS DC Primary, has selected as its measure of academic achievement expectations the indicators listed in the Elementary/Middle School Performance Management Framework (PMF) developed by PCSB. Changes to any PMF by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, tiers, and formulas will automatically become part of the measure of the school's academic achievement expectations. If material changes are made to any PMF that BDC elects not to accept, BDC will provide PCSB an amendment for a charter revision.

Although BASIS DC Primary will not be placed in a tier during its first year of operation, it will strive to reach Tier 1 from its first day.

BASIS DC Primary will achieve the targeted PMF score by its third year of operation.

BASIS DC opened its doors in 2012 and did not received a Tier rating for its first year of operation; however, in the subsequent years 2013–2015, BASIS DC received a ranking of Tier 1. With the transition from the DC CAS to PARCC in school year 2015–16, BASIS DC did not receive a Tier rating.

Based on the 2015 PARCC results students at BASIS DC rank number one in the city in Math among all high schools and number one in English Language Arts/Literacy (ELA) among charters and open-enrollment schools on the Partnership for Assessment of Readiness for College and Careers (PARCC).¹⁸

BASIS DC Primary will achieve the same level of success for its students and will provide the academic rigor that equips all students with the tools for continued success as they progress through their educational careers.

3. Curriculum

a. Student Learning Standards

Learning Standards¹⁹

BASIS.ed and BDC assure that the content, knowledge, and skills specified in OSSE-adopted standards for Kindergarten (including Common Core Math and ELA, the Next Generation Science Standards, and DC Social Studies Standards) will be met or exceeded by our Kindergarten curriculum. We further assure that all students with IEPs, 504 plans, and Individual Language Proficiency Plans will be thoroughly supported by their teachers and our Exceptional Student Services team in meeting our educational standards and objectives (please see sections B.3.b and B.3.d for further detail).

For Grades K–4, we will use Common Core ELA & Math, Next-Generation Science, and DC Social Studies, PE/Health, Fine Arts, and World Languages Standards as sets of minimum guidelines of what students should know and be able to do at the end of each course; we will supplement with our own increased rigor where appropriate. All of our adopted standards are internationally benchmarked to ensure all

¹⁸ <http://www.dcpsb.org/sites/default/files/report/PARCC%20Releaseweb.pdf>

¹⁹ Subtitles of Section 3 (Curriculum) that are in italics signify the answer to a specific question in the Charter Application Guidelines PDF. BASIS.ed has made an effort to name the subtitles as closely as possible to the questions being asked.

students master the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live (See Curriculum Map for examples of these benchmarks). The Subject Advisors who write the course curriculum templates may cover content in earlier grades than the standards specify, but cannot cover content in a later grade than the standards require. The BASIS.ed Primary curriculum allows for autonomy and flexibility of individual classroom teachers to provide the most appropriate unit plans to their students, in order for students to reach their maximum potential in each course, while resting on a foundation of shared best practices and high standards.

While Kindergarten at BASIS.ed-managed schools provides an accelerated, content-rich experience for students, we are cognizant that students must also meet age-appropriate social, emotional, and physical benchmarks for their overall development. Therefore, it is our priority to provide an environment in which all students are valued as unique learners; where students are enabled to form positive relationships with their teachers and peers irrespective of background, educational experience, or abilities; and where they are prepared for the exciting challenges and opportunities of the BASIS.ed Primary curriculum. Our Kindergarten teachers will be trained on the DC Early Learning Standards as well, so as to ensure the smoothest possible transition for our students from their Pre-K institutions to Kindergarten, with a focus on Approaches to Learning/Logic and Reasoning, Social-Emotional Development, and Physical Development/Health and Safety.

In order for our students to meet our selection of the most rigorous, thorough, and internationally-benchmarked standards for K–4, the quality of our instruction and commitment to student learning must also be of the highest caliber. However, rigorous standards and the best quality of instruction are still not enough—our curriculum must be arranged so that important topics are revisited in subsequent years in a spiral of academic foundations, upon which students build and grow until they reach post-AP and capstone courses in 12th grade at BASIS DC (see section B.3.b for more discussion of our vertical integration of content and standards). Our instruction must be such that students are not overwhelmed with varied and disparate course content, which is why we present our primary curriculum in integrated blocks of content (see section B.3.b for more detail on our model and curricular descriptions), with a co-teaching model for support. Even these internal standards are not yet enough: the final (and, perhaps, most important) set of standards are the organizational and study-skill standards that we require our students to live by (see section B.3.c for more detail on these, and the resources we use to teach these standards). In these ways, and by these standards, BASIS.ed students are well-equipped to succeed in their classes, to demonstrate mastery on assessments, to exceed the goals set in our charter, and to succeed in life pursuits beyond BASIS DC's doors.

[Additional Standards for English Language Learners](#)

The curriculum at existing BASIS.ed-managed Primary (K–4) schools was built to include the Arizona English Language Proficiency (ELP) Standards. These standards include the four major language domains: Speaking, Listening, Reading, and Writing. These standards help teachers, administrators, and ESL Coordinators evaluate students' baseline language proficiency when they come to a BASIS.ed-managed school, and also help our staff monitor progress in order to celebrate improvements. As a result of our research in preparation to meet the needs of the diverse learners at BASIS International School Shenzhen prior to its opening in 2015, we added additional nuance to our curriculum from the WIDA Standards,

Guiding Principles, and Performance Definitions²⁰ to our curriculum. The WIDA Consortium is a non-profit cooperative group that develops standards and assessments that promote educational equity for ELLs and, at minimum, meet the goals of No Child Left Behind.²¹ We believe that these are best practices for all teachers, especially of the younger grades, and those of English Language Learners. WIDA’s assertion that language acquisition and processing must be evaluated within sociocultural contexts is an important concept for Primary school teachers to consider. Moreover, WIDA’s “Can-Do Philosophy” of “believing in the assets, contributions, and potential of linguistically diverse students”²² is one that BASIS.ed not only shares, but also upholds as one of the advantages of a BASIS.ed education.

Further, Arizona ELP and WIDA-recommended strategies for teaching English Language Learners (such as the use of graphic organizers, repetition/songs, consistent routines, and so forth) are best practices for all learners, so we encourage our teachers to follow these practices for the benefit of all of their students. Additionally, our teachers and staff will be trained on accommodations and modifications for English Language Learners, and will be expected to implement Individual Language Proficiency Plans to monitor the progress of each student (see section B.3.b and B.3.d, as well as the Appendix for more documentation).

Consistency of Standards Across the BASIS.ed Network

We at BASIS.ed pride ourselves on the consistency of the curriculum across our growing BASIS.ed network, which we have built to give students all over the country access to a world-class education. PCSB has inquired whether or not any part of our curriculum would be affected or changed upon implementation of our Primary program in the District; on the contrary, our Primary program would not change substantially, and our existing 5–12 program would only be strengthened. Part of this network consistency rests on the advanced nature of our curriculum—when our students are at least a grade level ahead of their peers, for instance, we do not fall behind state standards, no matter where our campuses are located; we build upon the highest state and national standards. For the primary grades, our minimum standards are the Common Core. When our existing Primary charter program (K–4) was first developed and implemented in Arizona, the state of Arizona used the Common Core for Math & ELA (the state of Arizona no longer uses Common Core, but the succeeding Arizona K–12 Academic Standards are extremely similar; as such, we have not needed to adapt our curriculum), and all of our campuses use the same standards and practices to ensure success for our English Language Learners and Students with Disabilities. The social studies, fine arts, world language, and science standards in D.C. do not differ substantially from those in Arizona, and so our curriculum will not be adversely impacted as we implement these standards in D.C. Some small differences are to be expected, specifically in what is required for social studies courses (for example, all of our schools must teach the history of the state in which they are located), but there should be no difference in the quality of the skills and major content knowledge taught in our classrooms.

²⁰ WIDA is a consortium which “advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators”—refer to <https://www.wida.us/aboutus/mission.aspx> and <https://www.wida.us/standards/eld.aspx>

²¹ Available at: <https://www.wida.us/FAQs/>

²² <https://www.wida.us/aboutus/mission.aspx>

At the primary level, and especially at the Kindergarten level, many standards are based on instructional strategies that are designed to create a supportive, welcoming environment for students, and on fostering skills and an academic mindset, rather than a list of topics to cover. We view these as the responsibilities of all high-quality primary programs; as such, we do not anticipate facing any unusual challenges to creating this environment in D.C., or to meeting District requirements. While we always stand prepared to make adjustments as necessary to ensure our students' success, we regard this K–4 expansion as a tremendous opportunity to offer a BASIS.ed education to a greater range of students in the District, and not as an off-shoot of our model that would require heavy alterations.

b. Methods of Instruction

Characteristics of High quality instruction at BASIS DC Primary

High-quality instruction is the cornerstone of the BASIS.ed experience. BASIS.ed values content expertise and, concurrently, deep pedagogical expertise. High-quality instruction hinges upon collaboration between the Learning Expert Teacher and the Subject Expert Teacher at the primary level (grades 1–4), and between the Lead Teacher and the Teaching Fellow in Kindergarten. When BASIS.ed interviews and hires teachers, and when school managers observe and conference with teachers about their crafts, we look for core indicators of instructional quality, regardless of grade level(s) and subject area(s) to be taught.

Characteristics of highly-effective Learning Expert Teachers, Lead Kindergarten Teachers, and Teaching Fellows include, but are not limited to: displaying passion and enthusiasm for working with young children; utilizing a variety of teaching strategies within a lesson to reach all learners; creating a welcoming and engaging learning environment; nurturing students' natural curiosity and encouraging participation; demonstrating the ability to command the classroom; and efficiently and fairly managing the classroom environment. Characteristics of highly effective Subject Expert Teachers include, but are not limited to: clearly communicating to students and families the objectives of each unit and lesson; retaining strong content knowledge; consistently checking for understanding and responding appropriately to verbal and non-verbal cues; and planning and delivering well-crafted, content-rich lessons.

Regardless of grade level or subject, K–4 teachers are expected to utilize the specific, observable instructional strategies indicative of high-quality instruction found in Doug Lemov's *Teach Like a Champion*. This text is provided to each BASIS.ed teacher before Teacher Institute, and includes topics such as benefits of setting high expectations; extensively planning dynamic, highly structured, and engaging lessons that are delivered deliberately with meticulous care; working to create a strong classroom culture; building character and trust; emphasizing student responsibility; creating a positive rhythm to instruction; incorporating varied checks for understanding; and utilizing strong questioning techniques. These are hallmarks of high quality instruction, regardless of the age, experience, and strengths of the students in our teachers' care.

BASIS.ed teachers of all grade levels and subjects will consistently demonstrate clear communication with students and families, as well as high measures of accountability for student results, creativity, flexibility, adaptability, resilience, and perseverance. They teach to rigorous objectives and encourage age-appropriate problem-solving, critical thinking, and interdisciplinary connections. Finally, high-quality instruction is dependent upon creating a warm and welcoming environment for students to trust and celebrate their instructors.

The responsibilities of Kindergarten teachers in particular are primarily focused on creating a positive, nurturing environment in which students can explore our Foundations of Learning (see Appendix for more detail on our Kindergarten course curriculum). The responsibilities of a 1–4 teacher include a progressively more academic structure. They must: communicate homework and testing policies/procedures to students at the beginning of the course; give clear homework instructions each day; notify students at least five school days in advance of any test (quizzes excluded); coordinate testing days with other teachers to ensure students do not have an unreasonable or excessive number of tests on the same day; monitor and evaluate homework; return assignments and tests to students in a timely manner, and more.

High-quality instruction must be supplemented by policies and procedures that help students perform in spite of occasional absences. When a student in grades K–4 is absent due to illness, injury, or family reasons, the Kindergarten Teaching Fellow or the Learning Expert Teacher will organize the student's make-up work, and proceed according to the stated make-up work policies in his/her syllabus, as well as in the BASIS Charter Schools Parent/Student Handbook (See Appendix for these).

Additionally, high-quality instruction must also be supplemented by high-quality assessments that test the planned objectives of the unit and of the goals of the course (see section B.3.d for more detail on assessments), and by consistently monitoring student progress to ensure that our program is meeting the goals set forth in our charter. Without these additional components, teaching is done in a vacuum without regard for the outcomes. Assessments must measure progress on specific objectives and must comprise a picture of individualized data for each student. A sign that high-quality instruction is occurring is a set of data points that shows steady growth on benchmarking exams for each student, regardless of incoming level or proficiency.

Methods of Instruction for Each Subject Area and Grade Span

Our Co-teaching Model

A key component to ensuring college readiness among our students is mastery of the basics at each point along the learning continuum. BASIS.ed teachers of every grade employ a variety of teaching methods to ensure that all students reach this high level of mastery, including instructor-led learning, lecture, the demonstration method, controlled practical exercise, the practice method, the coach-and-pupil method, and independent learning. At the primary level, we also employ a team-teaching method so that our students are adequately supported as they learn.

While students in grades 1-4 move between classrooms based on subject area, Kindergarteners at BASIS.ed-managed schools remain in one co-taught classroom for every subject. Our Kindergarten teachers are professionals who are highly qualified and passionate about educating young children. They are equally focused on social, emotional, physical, and academic developments of their students. In every classroom is a Lead Teacher and a Teaching Fellow (TF) who aspires to become a Lead Teacher—a TF is not an aide or a paraprofessional, but rather a co-teacher who facilitates lessons and helps students throughout the entire day. The Lead Teacher is responsible for most of the instruction; however, in specialized disciplines, such as Mandarin, a Subject Expert Teacher (with a degree in their subject matter) replaces the Lead Teacher. Having these two caring professionals in the classroom guarantees that every student's needs are met, that learning will be appropriately differentiated, and that students can proceed along our accelerated curriculum with the support they need to flourish.

By 1st grade, BASIS.ed students begin to move between classrooms throughout the day, but keep the co-teaching model until 4th grade. Rather than having a Lead Teacher and a Teaching Fellow, we have instead an SET and an LET in each classroom. In every subject, a Subject Expert Teacher (SET) who has mastered an area of study (e.g., Humanities, Math, Science, Engineering, Art, Mandarin, etc.) leads the students' instruction. The students travel to each SET-led class. Teaching alongside the SET is a Learning Expert Teacher (LET), highly qualified in Elementary Education and responsible for making sure that students understand the material, and that each individual student maintains excellent organization and sustains academic growth. LETs travel with their students throughout the school day to aid in scholastic development and provide high-level progress-monitoring, guardian communication, and enrichment to all students. The synergy of the SET and LET supports a relatively rapid transition from instruction in foundational skills and knowledge to independent thinking and active learning in the primary grades. Our teachers highlight connections between disciplines as the students advance from acquiring knowledge to applying knowledge.

Inclusion for Exceptional Students

A crucial component of our instruction is our inclusion-based model for all students. We welcome anyone who comes through our doors via the open-enrollment process and who wants to work hard, regardless of their educational background, special needs, or other circumstances. Research supports our assertion that inclusion is the best model for all students. Doering, Hunt, Maier, and Soto found that students in inclusion classrooms exhibited "(a) increased effort to learn and participate in academic activities; (b) increased reliance on peer, rather than adult, support; (c) increased academic productivity; (d) increased

persistence to tackle difficult tasks ... (e) increased motivation to participate in academic activities and decreased distractibility during those activities and (g) increased pride in academic accomplishments.”²³

This is in addition to the fact that “positive educational outcomes are not in the area of academics alone. The National Longitudinal Transition Study examined the outcomes of 11,000 students with a range of disabilities and found that more time spent in a general education classroom was positively correlated with fewer absences from school, fewer referrals for disruptive behavior, and better outcomes after high school in the areas of employment and independent living [Wagner, Newman, Cameto, & Levine, 2006]”.²⁴ “We value and support all of our learners, and are committed to anyone who wishes to commit themselves to earning a BASIS.ed education (please see below and section B.3.d for more detail on Special Education and ESL at BASIS DC Primary).

Addressing All IEP Goals, Accommodations, and Modifications

The teachers and school administrators at BASIS DC participate in all stages of the Special Education and Section 504 Delivery Models described herein. That experience necessarily involves implementing accommodations and modifications to curriculum and instruction that are tailored to each student’s unique, individualized needs as determined by a student’s IEP Team. The evaluation and team decision-making processes that are at the core of the Special Education and Section 504 Delivery Models at BASIS DC will be implemented at BASIS DC Primary. Those processes are the strategies that allow the applicable teams to identify necessary modifications and/or accommodations for each student.

Our Environment

Young students benefit from a safe, nurturing environment that is rich with learning materials and manipulatives. We also have consistent routines that help keep things running smoothly (processes for putting things away, sitting together on the big rug, what to expect when it’s time for various activities, etc.). BASIS.ed strikes a balance between keeping a safe, consistent environment so that students can learn most effectively, with a need for play, spontaneity, and fun in order to keep students engaged. For our primary students, especially in Kindergarten, maintaining this kind of environment is an instructional method, and is a prerequisite to all other instructional methods.

Kindergarten students do not move between classrooms. Current BASIS.ed Primary School buildings have characteristics specifically designed to be conducive to learning for young students, including the following features in Kindergarten rooms: a private bathroom space that does not require students to leave the classroom; sinks for washing hands and cleaning up tools from art, engineering, and science lessons; private access to outdoor/play space that is not used simultaneously by older students; a large rug with designated spaces for all students to sit; wide windows that allow plenty of natural light; low tables and chairs that provide optimal space for individual students, while also being conducive to small group collaboration; a wide variety of materials for lessons, such as colored paper, blocks, books, puppets, art materials, engineering materials, and so on; a cubby space for each student; a projector and white board for whole-class lessons, plus speakers for music and songs; space to display student work, bright

²³ “Collaborative Teaming to Support Students at Risk and Students with Severe Disabilities in General Education Classrooms” by Hunt, Soto, Maier, and Doering, *Exceptional Children*, Vol. 69, No. 3, 2003, pp. 315-332.

²⁴ Almazan, Bui, Quirk, and Valenti. “Inclusive Education Research & Practice.” Maryland Coalition for Inclusive Education, 2010, pp 2.

posters, word walls, and other helpful learning materials; and a variety of other features that benefit young learners.

Students in grades 1–4 learn in classrooms that have many of the same attributes as the Kindergarten classrooms, including books; materials for art, engineering, science, social studies, and all other courses; space for student work; bright posters; large rugs where appropriate; colorful, instructional wall decorations; and other features. Students in these grades use cubbies in the hallways of the school, common student bathrooms, and the school cafeteria, as they learn to be more independent throughout the day, but faculty members are present during passing and lunch periods to provide assistance to any student who may need it. Students in grades 1–4 travel to each of their classes, in which the environments will differ. Many BASIS.ed Primary students will have Performance Arts in a “black box theater” or on a stage; Mandarin is taught in a classroom decorated with paper lanterns and calligraphy; Humanities might be taught in a classroom with a mural of the Constitution; Math & Science and Visual Arts classes may be taught in rooms with sinks and without rugs, and so on.

Homework that Matters

Embedded in the BASIS.ed curriculum and in BASIS.ed culture is the assertion that homework is a crucial extension of what is being learned in the classroom. Practice helps students achieve mastery. Our teachers meet in grade-level meetings to assess the amount of homework they assign to their students, so that it is a manageable load, especially for primary students. Homework begins in Kindergarten; a reasonable amount of practice at home allows students to practice acquiring an academic mindset and habits and promotes engagement of a student’s parents with his/her learning. LETs work with students and families to determine homework volume and requirements per each student’s needs—for example, a student who is on an IEP might complete a fixed number of minutes of math homework, regardless of whether or not he has completed the problem set.

BOSS Camp

Before the first day of school, new BASIS.ed students (including those in grades K–4) are able to attend BOSS (BASIS Organization Skills for Success) Camp for one week. BOSS Camp is similar in practice to an orientation, and is extremely valuable in helping students learn and embrace the BASIS.ed culture, as well as for implementing the organizational strategies that are so crucial to success at BASIS.ed-managed schools. Students learn to use their Communication Journals (CJs—see section B.3.c for more information on the CJ), they learn about using their cubbies or lockers, they get to know the school grounds and their teachers, they practice important routines and safety procedures, and they meet a majority of their classmates. Students learn note-taking strategies, share ideas for time management, and discuss homework as an important tool, all while engaging in fun get-to-know-you activities. BOSS truly helps students to hit the ground running in their very first week at school, which is extremely important for primary school students. BOSS Camp helps new students ease into the BASIS.ed program and feel like part of the community; it gives them time to make friends, and to see their teachers and administrators as helpers. We believe that supporting students as they get acclimated is a key to their success at a BASIS.ed-managed school, and helps create a positive school culture upon which to build each year.

STARS Camp

STARS Camp is another option during the summer for any BASIS.ed student, new or returning. STARS is a content-based, week-long camp for enrichment. During STARS, a student chooses a subject area on which to focus (such as Biology, in which they would recreate a Pilgrim settlement, or Mandarin, in which they would translate a book of stories from English, etc.). Students participate in an intensive, yet fun, week of projects that help them keep key concepts of a course in their minds, and practice skills and organization at the same time. This is a good option for students who are behind or are struggling in a certain subject area; it is an opportunity for the student to boost his/her confidence in a subject without worrying about grades, and to have fun while doing it. Small “class” sizes provide more individualized attention, plus students who need remediation work together with advanced students, which is a proven benefit for both groups.

While BOSS and STARS Camp are extracurricular and thus, fee based, financial aid is available and there is no limit on the number of students who may receive financial aid.

Spiraled Content

One instructional method BASIS.ed considers a hallmark of our education program. Particularly in math, for which we use Saxon Math materials, our teachers cover a wide array of content in age-appropriate ways in the early years to create a strong foundation in the basics. Each year, teachers revisit important concepts in all subject areas to further deepen student understanding, and that foundation, then, becomes the scaffold upon which to build new knowledge. For instance, at BASIS DC, students begin “Introduction to Science” in 5th grade to learn basic concepts of biology, physics, and chemistry. In 6th, 7th, and 8th grades, students take each of those subjects as distinct classes, and continue building upon the basic concepts every year. In this way, students gain many years’ experience with these concepts, and, thus, are well prepared for Honors and AP science courses. In the Primary grades, we continue spiraling such content. Topics such as safety, the interconnectedness of life forms on the planet, units and methods of measurement, fundamentals of grammar and writing, and habits of historical thinking are revisited each year in our integrated blocks. Spiraling key concepts in each subject over many years allows for mastery of the basics, which, in turn, allows for more abstract and creative thinking, synthesis of ideas, and rigorous approaches to learning in the intermediate and high school years.

Integrated Blocks

Some of the instructional strategies that BASIS.ed most values are incorporated into the design of the courses themselves. For instance, the core courses in the BASIS.ed Primary program are offered in integrated blocks (Humanities and Math/Science); our enrichment courses build upon the content presented in the core courses. The goal behind our integrated-course approach is to reinforce the logical connections that exist between different courses. We have found that integration of courses can increase topic retention and comprehension, improve critical thinking skills, and make abstract topics more relevant and concrete for students of all ages. Too narrowly-focused courses very early in a child’s education can cause confusion, as younger students often have difficulty applying topics taught in one course to another course. “Teachers are the key to success in creating a multidisciplinary integrated curriculum, but they can’t do it alone. Effective curriculum integration requires an infrastructure that is

different from that found in the usual [school model].”²⁵ Course integration can strengthen areas where students struggle by drawing on the areas in which students are strong within an integrated topic.

One of our philosophies for primary education is that content needs to be synthesized and integrated, not just within a course (e.g., English/Language Arts and History combine in our Humanities course) but also between courses. Educational research shows the importance of teaching “skills and concepts [connected with] the purposes, the models, and the arguments that make them meaningful, that weave them into a larger tapestry of flexible and functional knowledge.”²⁶ The BASIS.ed curriculum refines this a little bit by adding that important concepts must be revisited often, in new contexts and in increasing depth, so that students can add complexity and nuance to the knowledge they can already demonstrate. The All-Connections course, the Engineering course, and the Fine Arts courses (Visual Arts, Performance Arts, and Music) for students in grades 1–4 all provide opportunities for this synthesis. An instructional strategy required of BASIS.ed primary teachers is to guide students through creating solutions to scenario-based problems that require them to apply knowledge gained in their other classes. For instance, the All-Connections course is designed to increase interpersonal skills, build critical thinking skills, and allow students to showcase and refine their creative minds as they integrate topics, skills, and processes across their courses (including literacy and numeracy as highlights). In these interdisciplinary courses, students are able to be much more active, as well. While all of our Primary teachers are encouraged to plan hands-on, active lessons, these project-based courses have a unique opportunity to provide this active learning context on a daily basis.

Our young students particularly benefit from active and joy-filled instruction. Singing songs, plays and roleplaying, going outside when appropriate, and playing a wide variety of games are all important ways to build community, help students learn and abide by expectations and rules, and keep them engaged. Visitors to a BASIS.ed-managed primary school might see Kindergarten students eagerly calling out Mandarin words and phrases in response to their pantomiming or puppet-wielding teacher; they might see 1st grade students singing a song about Abraham Lincoln, or 2nd graders playing a trivia game about the classifications of living things in Math/Science. Our program is indeed accelerated, but we want our students to enjoy their days at school even as they work hard to meet challenges.

Another instructional strategy is to explicitly teach literacy skills in every course, every day, in all primary grades. Teachers might read aloud in Humanities, practice sight words and learn vocabulary in Science, provide ample opportunities for whole-class and small-group reading in Performance Arts, and check comprehension of written directions in Math. BASIS DC Primary teachers and Teaching Fellows have professional development and staff meeting about strategies to promote literacy across the curriculum, as increased proficiency in literacy skills has been shown to increase learning in all other subjects. We believe literacy is so important that we reserve time for students’ individual reading every day—in grades 1–4, this is a daily, ungraded, 20-minute course called READ.

²⁵ ConnectEd, The California Center for College and Career. “Designing Multidisciplinary Integrated Curriculum Units,” Revised Winter 2010, pg 3.

²⁶ Perkins, D. N. “Educating for Insight.” *Educational Leadership* 49/2 (1991): 4-8.

It is well established that differentiated instruction of content, process, and product is an important instructional strategy for all grades. BASIS.ed provides the same content to all learners, with appropriate adjustments in complexity. This allows us to teach advanced concepts to young learners, and also compels us to make sure that students who of various ability levels can access the content without “watering it down.”²⁷ BASIS DC Primary requires teachers to differentiate their instruction in ways appropriate to the learning objective. Students learn in a combination of whole-class, small-group, and individual activities. They also can be grouped into “centers” during portions of the day roughly based on proficiency, so that teachers can conduct more personalized instruction in specific skills. For example, approximately four to six students are grouped into each “center” during a segment of the 105-minute Kindergarten Language and Literacy course. These centers are fluid groups that each focus on a different literacy skill, such as a dictionary skill center, a vocabulary center, etc. Our co-teaching model allows for each teacher to provide targeted literacy instruction, and the centers rotate each day to ensure that each student receives comprehensive instruction in a variety of skills.

Differentiated instruction begins with the readiness and diagnostic assessments (both formal and informal) given at the beginning of the year, and continued throughout the year in other observations and assessments. Teachers must first understand their students’ unique strengths and challenges, so that they can shape the content, instructional strategies, processes, and end results or products for whole-class, small-group, and individual activities accordingly. Teachers, administrators, and other staff members must track students’ progress diligently and thoroughly, so that instruction can be differentiated appropriately throughout the year.

Accommodating the needs of all students

It is the BASIS.ed philosophy to present positive, productive, and appropriate challenges to students, so that they have opportunities to take risks, stretch their boundaries, and grow, with high expectations of success from their teachers and their peers. Students with language or learning difficulties will be supported according to the interventions and accommodations they need to learn. Irrespective of difficulty or disability, however, all students deserve teachers who push them to achieve their personal bests in the classroom; who assign meaningful homework to practice their skills; and who present lessons that allow them to work through challenges individually and as a part of a team. BASIS.ed teachers help students develop organizational and study habits, as well as a sense of autonomy and purpose in their work, which are integral parts of any intervention plan for learning. We believe that helping students take ownership of their learning—in age- and developmentally-appropriate ways and pace—is the true base of the inclusion model.

Our faculty and staff consider communication with families about student progress a top priority. We have the privilege of educating some of D.C.’s youngest and most impressionable students as they learn how to thrive in a school setting; therefore, it is important for us to work with families to determine each student’s needs and celebrate their milestones as they occur. If we think that a student requires an

²⁷ Scott Willis and Larry Mann. “Differentiating Instruction: Finding Manageable Ways to Meet Individual Needs.” ASCD (formerly Association for Supervision and Curriculum Development), Curriculum Update, Winter 2000.

individual learning plan, student intervention, or to begin the process of creating an IEP/504 plan, we will work with families thoroughly and often about how best to ensure their student's success.

If a Subject Expert Teacher (SET), Lead Kindergarten Teacher, or Learning Expert Teacher (LET) is concerned about a student's lack of progress or proficiency on classwork or assessments, he/she will document the areas in which the student struggles. The teacher convenes with the student's LET (if other than him/herself) and a School Director to establish a Student Support Team for this student; this team creates a tiered intervention plan of targeted instruction and assessment. Parents are informed about concerns and about methods for progress-monitoring, and the student is given additional assessments (via AIMSweb or other means) for frequent progress-monitoring. If the targeted interventions are not successful, the Student Support Team may refer the student and parent to special education where the parent will receive consultation with the Special Education Coordinator about evaluation. Integrating a tiered intervention model with fidelity is very helpful to the special education evaluation process as there is clear educational "present level" data that, together with additional testing, helps the team make a determination in the best interest of further supporting the student achieve the goals of his/her courses.

Our inclusion-based model of special education and ESL enables all students to access BASIS.ed's rigorous, revolutionary liberal arts and sciences curriculum while receiving appropriate support in the regular classroom setting. The BASIS.ed model, which supports individuality and all types of learners, makes it a welcoming environment for many students with disabilities. Our dedication to student needs is exemplified by the regular participation of wide cross-sections of staff and faculty in IEP meetings, which ensures that everyone working with the student will stay connected to his/her goals, progress, and eventual success at their BASIS.ed-managed school. The U.S. Department of Education's *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs* laments that "there has not yet been a proportionate expansion of inclusive early learning opportunities for young children with disabilities. It is critical when expanding the availability of high-quality early childhood programs to ensure that children with disabilities are included in these opportunities, so they too reap the benefits of high-quality early learning experiences." If BASIS DC is approved to expand to grades K–4, we will provide such a high-quality experience for all students, as both the U.S.D.E. and our Mission Statement demand. Teachers, administrators, staff, and personnel at BASIS.ed are all invested in and dedicated to ensuring that disadvantaged students (students with a disability, English Language Learners, and anyone who experiences severe difficulties in their classes) are identified—including creating an IEP/504 plan if necessary—and supported in ways that adapt to students' changing needs. BASIS.ed takes progress-monitoring very seriously; teachers must be able to produce an accurate and up-to-date "snapshot" of their students at any time (see below).

Progression of Instructional Methods

As our students proceed through the grade levels at our proposed primary school(s), they will experience a progressive reduction in the scaffolding of instructional strategies; we do this to assist them in becoming autonomous learners. For instance, teachers begin to transition students away from direct instruction students in organizational strategies and direct oversight of their use of the Communication Journals. Also, the amount of time that students spend on homework each night will increase with each grade level. Students in grades K–2 might have approximately 20 minutes of homework per night, whereas students in 3rd and 4th grades might have 45 minutes to an hour of homework (or more) per night. The homework

itself will also shift slightly toward tasks that require students to be resourceful, independent learners (i.e., more synthesis of information across all courses, more research-based assignments, etc.)

Collaboration between special education and general education teachers

BDC, A Public Charter School, Inc. values and supports all learners. Students with IEPs, 504s, and/or other individualized plans are accommodated and supported by a collaborative, multidisciplinary team. Under the leadership of a Special Education Coordinator, Learning Specialists (traditionally referred to as Special Education Teachers) and other contracted service personnel work with general education teachers to plan and execute lessons. Learning Specialists review individualized plans with all general education teachers on an annual basis—talking through not only goals, accommodations, and modifications, but also discussing which instructional strategies work best for each individual learner. General education teachers, to the appropriate extent, also participate in determining appropriate positive behavioral interventions and strategies.

General education teachers receive professional development in reading and navigating individualized plans, as well as in how to professionally keep documents confidential. Learning Specialists and general education teachers review examples of what specific accommodations look like in the classroom and reflect upon their implementation. Examples include creating guided note templates, simplifying oral directions, effectively using a variety of verbal and nonverbal cues and extra checks for comprehension, repeating directions, providing appropriate seating as necessary, appropriately using enlarged text, and a variety of other accommodations. BASIS.ed uses a push-in, inclusion model to best support student learning. Learning Specialists work with LETs and SETs to provide a web of classroom supports for students. General education teachers attend annual and three-year evaluations and actively share their observations and recommendations during these meetings. General education teachers and related service personnel (including the School Psychologist) are also trained in Child Find and routinely participate in SST meetings. Please see section C.2.b. for more information on training and professional development for special education.

Evaluating and adjusting the effectiveness of instructional methods

An integral part of the BASIS.ed Model is accountability—not just for students, but also for teachers, administrators, and the entire BASIS.ed network. Teachers are responsible for planning and implementing formal and informal assessments to gauge students' progress and mastery of content. Student achievement should be clear on these assessments, and also on summative assessments like our internal Benchmark tests and PARCC (see section B.3.d for more detail on these). If students are not progressing in a satisfactory manner or pace according to the evidence on these assessments (or by student, parent, or administrator suggestion), the teacher must reevaluate the instructional method(s) he/she has used, and conference with their Subject Advisor and school administration to determine alternate ways of presenting key material.

BASIS.ed teachers benefit from being part of a large network of colleagues. When an instructional strategy does not work in a teacher's classroom, he/she may contact the Subject Advisor of the course and ask for recommendations. He/she can post to the SharePoint message boards, begin an email chain on a LISTSERV, or meet with on-site Directors or the Head of School. The Student Support Team is another great resource available at every school. This team can also suggest methods such as providing notes to

students ahead of a lecture, or providing a notes template that students simply need to fill in. If an instructional strategy is a required or integral part of the course as designed by the Subject Advisor—for instance, oral presentations in Humanities 2—and it is not, in fact, leading to student achievement as determined by student progress and feedback from students, parents, or administrators, the BASIS.ed Academics Division will reexamine the course objectives to help find an alternative strategy moving forward.

It is much easier to rectify an issue in instructional methods when a problem is identified. As a result, BASIS.ed insists on high-quality assessments and frequent observations of classrooms. Administrators—the Head of School and Director of Academics, in particular—often devote a considerable amount of time to becoming the third co-teacher in a classroom so that they can see any potential areas for improvement first-hand; they are dedicated to working with their teachers to become more effective educators.

Consistency of instructional methods across the BASIS.ed network

The methods of instruction for the proposed BASIS DC Primary K–4 will not differ substantially from the instruction taking place at our other primary schools. BASIS.ed believes in hiring the most capable, caring professionals for our primary schools, and we expect our teachers to collaborate on best practices throughout the year, every year. We believe that the best teaching practices do not depend on location or student demographic, and can, therefore, be shared across all of our campuses. Our teachers understand that they must consider each of their students as individual learners, with unique strengths and challenges; they must also understand and value the special characteristics of the community in which they live and teach. This does not, however, contradict our model, which provides an exceptional education and thorough academic support to students who are willing to work hard and persevere through challenges.

BASIS DC’s proposed primary campuses might differ slightly from our most established primary campus (BASIS Tucson Primary), but we expect they will develop their own unique community, and grow into valued members of the District’s educational landscape in a matter of years, as our BASIS DC 5–12 campus has done. We have seen that, as with our other 5–12 campuses, it does take some time for a new primary school to fully implement the BASIS.ed Model and mission in a community. Teachers at our newer primary campuses must spend more time explicitly instructing students in the organization and study habits that are essential to success at a BASIS.ed-managed school (e.g., using Communication Journals, implementing Show-Take-Make, etc.). Teachers at our newer primaries might also have to spend more time acclimating students in the upper-primary grades (3rd and 4th grade) to our model of integrated course blocks. These are essential components of life at a BASIS.ed-managed school, and so we view any extra time or attention spent on these instructional methods to be part of the process of “becoming BASIS.”

Supporting BASIS DC Staff in Instructional Strategies

BASIS.ed has a strong network-wide program of mentoring and collaboration for teachers to share instructional strategies and best practices with each other.

During the weeks of Teacher Institute (one in Arizona and at least one at each school before the year begins—see section 3.1.b for more detail), teachers new to BASIS.ed attend sessions on a variety of topics pertinent to them. A 3rd grade Humanities teacher might attend sessions by current Humanities teachers,

BASIS.ed Primary curriculum experts, Special Education Coordinators at the Primary level, primary school Deans, and so on. They see how experienced BASIS.ed teachers approach tough topics in the curriculum, they are provided with flash drives containing handouts and other resources, and they receive lists of manipulatives that they can use in their classrooms (colored blocks, puppets, etc.). Some sessions may feature real BASIS.ed primary students who participate in demonstrations and lessons, while others require teachers to role-play for each other, or watch videos of our best teachers in action from the previous year. There is plenty of time for discussion about what they see, how it fits with prior experiences they may have had, and how they envision using such strategies, resources, or content in their own classrooms. After the Arizona portion of the Teacher Institute, teachers return to their school sites and repeat this process, sharing what they have learned, and planning with their colleagues.

After Teacher Institute, and throughout the school year, teachers have many options for sharing instructional strategies across the BASIS.ed network. In particular, teachers have access to every single syllabus in the entire BASIS.ed network within our proprietary innovative curriculum and assessment database. Any BASIS.ed teacher can view the lesson units that his/her peers have written, the topics they are teaching, the timeline, the materials, and any handouts or web links they have included in their syllabi (see Appendix for a syllabus). This allows teachers not only to “shop around” for high-quality ways to teach the required content of their course(s), but also to see what their colleagues are doing in the grades below and above the one they teach. It is immensely useful for a 4th grade teacher, for instance, to be able to quickly see what his/her students learned in 3rd grade, and to what depth, and also to see what they are expected to know and be able to do when they move on to 5th grade.

Sharing of best practices in instructional strategies across the BASIS.ed network

In addition to our curriculum and assessment database, and the Teacher Institutes described above, BASIS.ed currently utilizes Microsoft SharePoint for in-network document sharing and discussions. Each course and grade level have discussion forums in which teachers discuss common issues, from our California campuses all the way to our D.C. location. Subject Advisors and curriculum experts post resources, handouts, videos, and notices about upcoming assessments or developments, and teachers each have storage space in the OneDrive to house their course materials.

Further, BASIS.ed Subject Advisors are evaluated on how often and how well they reach out to support their teachers. Our Subject Advisors are caring mentors and fantastic collaborators, who use email LISTSERVS to call attention to new posts on the SharePoint discussion forums, to offer support during exam review weeks, and to help teachers understand scores on internal and external exams (including our benchmark, diagnostic, and readiness tests). It is one of the responsibilities of the Subject Advisors to ensure that the quality of teaching is of the highest caliber possible, and that it is consistent across the network. Subject Advisors who perceive that a teacher is struggling may also reach out to a teacher’s Head of School and Curriculum Coordinator, as well as the BASIS.ed Academics Division, for intervention and support.

c. Resources and Instructional Materials

Resources and Instructional Materials to meet the needs of all learners

Communication Journals

One resource shared among all grades is the Communication Journal (CJ), and it is a crucial element of a student's accountability for his or her own education. All students in grades K–12 use CJs and are required to bring the CJ to every class, every day. The CJ is essentially a day planner, but it is also the most important tool for students to manage their assignments and to take responsibility for their own learning. Both students and teachers are trained on how to use it consistently and efficiently so that all homework assignments, quizzes, and tests are recorded. The CJ is also the primary method of communication between families, teachers, and staff with regard to a student's academic performance or classroom behavior. Students are responsible for alerting their teachers to notes from their parents and alerting their families to notes from the teachers or other school administrator. BASIS DC Primary students will have extra and explicit reminders to use their CJs each day—this process, while beneficial to all students in teaching accountability and organization, is especially helpful for students with disabilities to stay on track. Students across the BASIS.ed network, and particularly at BASIS DC's existing campus, use the CJ to great success; both primary students and parents alike claim that this single practice has revolutionized their organizational systems.

Saxon Math™

BASIS.ed uses Saxon Math™ from PK4 through 12th-grade Calculus. This resource is an embodiment of the BASIS.ed spiraled curriculum. Our philosophy is that students learn best when broader topics are introduced in smaller segments, with time to practice new additions, and with ample opportunities to review previous material. Saxon's spiraling topics and homework problems allow students to not only get the practice they need, but also helps them strengthen fundamental skills. Beginning with Saxon Math™ Level 1 in Kindergarten, the BASIS.ed Primary curriculum guides students to master material that is approximately one grade level ahead of the Saxon standard sequence, so BASIS.ed students are introduced to abstract math earlier than students in a more traditional school. Lessons and homework problems build upon topics taught in previous lessons and courses, progressively increasing in complexity and difficulty. This approach allows for increased rigor, but also provides scaffolding for students who are new to a BASIS.ed-managed school, or who need more time or additional accommodations/modifications. Although we accelerate the Saxon sequence in the early years, we do not skip topics or alter homework assignments within the texts. We provide a broader mathematical context for the explanations in Saxon texts: teachers ensure that students learn multiple terms and explanations for concepts as they are introduced in the series. Finally, we cultivate a classroom environment that is student-centered: a significant amount of class time is devoted to reviewing, correcting, and completing homework under the guidance of our expert teachers. BASIS.ed uses Saxon Math™ to great success in all of our schools, and we anticipate that this will continue at our new BASIS DC Primary campus, as well.

Language & Literacy Instruction

For literacy instruction in Kindergarten, and the Primary grades, BASIS.ed allows each primary school the autonomy to choose a Phonics/Reading program that incorporates best practices and has proven results. Our teachers generally choose either Saxon Phonics, Journeys, or a combination of the two. Our Subject

Advisors recommend Journeys Student Editions for whole-language instruction, and Saxon Phonics and Spelling. Our goals for literacy instruction are for students to achieve mastery of the standards for the year ahead, so that, by the end of the year, our Kindergartners are reading at a 1st-grade level, etc. While our Subject Advisors and the BASIS.ed Academics Division provide support, recommendations, and oversight for our teachers, we do not mandate a specific resource. This holds true for other literacy resources as well—the Subject Advisors recommend certain novels, for instance, but their lesson units are based on skills, standards, and benchmarks, and not the content of individual books. For grammar instruction, BASIS.ed does strongly recommend *Easy Grammar* (grades 2–5) as a central text.

Science

BASIS.ed-managed schools predominantly use Pearson’s *Interactive Science* for primary grades (through 5th grade) as a guide to science instruction. Each book is an all-in-one workbook/textbook with a thorough introduction to the terms, processes, and disciplines of science. As its name implies, this series of textbooks has many interactive activities that help students directly engage with science. During the first few weeks of school, each student will receive a username and password for online access to the textbook and online activities. Pearson regularly updates their materials with new content; their most recent release aligns with the Common Core. Our students enjoy great success in grades 6–8 in their disparate biology, chemistry, and physics classes after having used *Interactive Science* as their primary text in the primary years. Supplemental instructional materials include Bill Nye the Science Guy videos, The Magic School Bus, and a Science for Children video series by QLFthailand (produced by Schlessinger Media), to introduce or review science concepts taught in 1st and 2nd grades. Science instruction in all of the primary grades is also supplemented by many online resources, including:

- National Public Radio’s Science Fridays <http://sciencefriday.com/>
- National Geographic <http://www.nationalgeographic.com/>
- National Weather Service <http://www.weather.gov/>
- The Geological Society of America <http://www.geosociety.org/>
- Arizona Game and Fish Department http://www.azgfd.gov/w_c/urban_az_wildlife.shtml
- BBC How Plants Communicate <https://www.youtube.com/watch?v=Q-4w5xYLwiU>
- Public Broadcasting Service, Kids ZOOM <http://pbskids.org/zoom/index.html>
- Kids' Astronomy <http://www.kidsastronomy.com/>
- National Oceanic and Atmospheric Association <http://www.noaa.gov/>
- NASA <http://www.nasa.gov/>
- National Audubon Society <http://www.audubon.org/>
- Tread Lightly on Land and Water <http://treadlightly.org/>
- American Mathematical Society <http://www.ams.org/home/page>
- Smithsonian Institution <http://www.si.edu/>
- Blue Planet Video Series
- Biography of Galileo https://www.youtube.com/watch?v=R_LlxckZ9Zk
- Characteristics of Minerals https://www.youtube.com/watch?v=c7wJP_K_sAQb
- Planet Earth Video Series
- Discovery Channel <http://www.discovery.com/>
- Brain Pop and Brain Pop Jr. <http://www.brainpop.com/> and <http://www.brainpopjr.com/>
- Reading A to Z <http://www.readinga-z.com/>

We may also read and discuss current and local events relating to math and science discoveries.

Mandarin

For Mandarin instruction, our Subject Advisors strongly recommend *My First Chinese Reader*, *Happy Chinese*, and *Chinese Made Easy*, as well as flash-card resources such as *Tuttle Chinese for Kids*. Eventually students move on to *Better Chinese* and, by middle school, they move into the various levels of *Learn Chinese With Me* (the books, workbooks, and CDs). Mandarin teachers use a great deal of whole-class instruction on the whiteboards and use projectors at the Kindergarten level instead of texts, so that students learn from the teacher and from each other. Songs, artwork, calligraphy, and other materials are used in Mandarin instruction for our early learners and primary grades alike.

Technology

By design, BASIS.ed teachers do not employ a great deal of technology in the classroom as an instructional material. While every teacher has a projector or Smart Board in his/her classroom and utilizes it often for whole-class instruction, our current policy is not to use individual student devices (such as tablets) as instructional tools. BASIS.ed affirms that devices and apps cannot replace the dynamic, co-creative classroom interaction between teacher and student. Traditional interactions between teachers and students allow for a teacher to have a more complete sense of the areas in which a student may be struggling, or which students need additional challenges to remain at their peak levels of engagement. Classes uncluttered by technology allow for more interaction among students, more discussion, and more shared discovery.

SharePoint and the BASIS.ed Repository

As mentioned above, BASIS.ed teachers utilize Microsoft SharePoint for discussion forums, where they can share ideas about what instructional and supplemental materials they're using in their classrooms. Additionally, BASIS.ed has a custom database we call the Repository. It is similar to a website for recipes, in which one can search by category (healthy), meal type (appetizer, main dish), or by using a keyword search for ingredients. Our Repository allows teachers to search for resources that other BASIS.ed teachers have used (all of which are synchronized from their syllabi in our proprietary curricular database); to post new resources; to search by grade level or course (English or English 8, for instance); and to rate and comment on each other's resources (e.g., "This is tagged as material for 1st graders, but I feel it is appropriate for 2nd grade review, as well!").

Identifying, evaluating, and adjusting instructional materials and resources

As with middle and high school levels, most BASIS.ed primary teachers are granted considerable autonomy with regard to text and materials selection, so long as the materials chosen can appropriately provide a base upon which to teach the benchmarks and standards of the course. Teachers must identify all major instructional materials, manipulatives, and tools prior to the start of the school year in the fall. At this point, they are reviewed by their Subject Advisor (we have SADs for Kindergarten (all courses together), and Subject SADs for grades 1–4). Upon approval, these materials are, then, reviewed by the teacher's Director of Academic Programs or Head of School, as well as the Head of Operations. The Head of Operations purchases all approved instructional materials prior to the start of school, so that these materials can be listed on course syllabi for families to review, as well.

If the students are not meeting the objectives of a course, BASIS DC teachers and administrators assure that they will first examine the teacher's strategies. For Kindergarten, learning is especially dependent on

social interactions and positive classroom routines, so these would be the first areas to be assessed. Barring any issues with instruction, the teachers in each class would work together first to determine which student(s) are not being served by the materials, and the potential reasons for this deficiency.

One of the many benefits of having a co-taught classroom of LETs (Learning Expert Teachers certified in Early Childhood/Elementary Education) and SETs (Subject Expert Teachers highly qualified in their areas of expertise) in each 1–4 classroom is that LETs can make recommendations and adjustments about resources and instructional strategies particular to students’ developmental stages. These adjustments can be made throughout the year as needed. The nature and frequency of changes in instructional materials, if excessive, will be part of a teacher’s evaluation and potential remediation plan.

If the materials that have failed were recommended or required by the Subject Advisor for the course, teachers would communicate with the Subject Advisors about replacing them with more appropriate materials. The Director of Academic Programs would work with the teachers and the Head of Operations about ordering new materials in the interim if necessary, and contacting families about any significant changes that could impact student learning.

d. Assessing Learning

[Assessing Learning: Purpose, Format, Rationale](#)

Assessments at BASIS DC Primary must be developmentally- and age-appropriate. To the extent applicable, they must follow BASIS.ed’s educational framework in the sense that they: 1) are a valuable and productive use of students’ time; 2) are presented with the expectation that it is ultimately the student’s responsibility to learn the material; 3) reward students who have mastered effective study habits (encouraging students without these habits to seek out appropriate support, which is readily available); and 4) reward students who work hard to master the material. This framework is essential for teachers, as it says nothing about requiring students to hit specific or unrealistic performance targets. It requires teachers to consider the strengths, challenges, and needs of their students, their efforts, and how much and how well they have improved at various points in the year. BASIS.ed teachers create assessments that are designed to challenge students, not intimidate them, and that display what students *can* do, rather than where they are failing. This framework emphasizes the responsibility and autonomy that we require students to demonstrate, while also requiring that teachers act as advocates for their students’ successes—“gifted,” “average,” disadvantaged, special needs, and any combination of the above. Accommodations and modifications for students with disabilities will be made on all assessments according to a student’s IEP or 504 plan.

Throughout the school year, BASIS.ed measures the effectiveness of our teachers’ instruction by administering a suite of external assessments, including the ISA, AIMSweb, DIBELS, and PARCC tests, as well as internal assessments, including readiness, baseline, benchmark, and classroom tests. Our teachers, school administrators, and BASIS.ed staff monitor student progress on these assessments, and create new (or adapt existing) intervention plans as necessary based in part on the data from these assessments (see below for more information on intervention plans).

Monitoring student achievement at BASIS.ed-managed charter schools often begins before a student’s first day and continues throughout the BASIS.ed experience. Over the summer (usually during BOSS

Camp), the Head of School or School Director administers readiness tests to new students in grades 1–4 for Humanities and Math/Science. Incoming students in Kindergarten are assessed in play with their peers and in one-on-one interactions with teachers on each domain of the DC Early Learning Standards for an initial assessment of proficiency. These tests are not “placement” or “diagnostic” exams, nor do they factor into students’ grades, but rather provide us an indication of students’ readiness for our curriculum. They are created by the BASIS.ed Academics Division and are based on the required topics for the core courses in each of these grades. Teachers are able to adjust their planned instructional materials and strategies if needed, to begin targeted instruction for specific students immediately if necessary, and to inform their Subject Advisors and administrators of any adaptations to their planned syllabi.

The BASIS.ed primary program requires consistency and accountability across our network, and state-mandated assessments do not always clearly provide data on the progress made toward BASIS.ed curricular goals. In addition, state-mandated assessments do not provide data often enough to thoroughly track student progress toward course objectives. In response, we utilize an internal set of primary exams that assess both literacy and numeracy, and serve both as baseline and benchmark exams. Baseline exams (administered approximately six weeks after school begins) measure a student’s skills at the beginning of the year, and benchmark exams measure students’ performance compared to peers throughout the year. BASIS.ed baseline and benchmark tests measure students’ performance based on the accelerated curriculum that BASIS.ed primary schools offer, rather than against the national or state averages for grade levels. All BASIS.ed students in grades 3–5 will take mid-year and end-of-year Humanities and Math/Science benchmark exams. These exams provide a “snapshot” of student progress at the middle and end of the year, thus allowing us to track the progression of students through the BASIS.ed curriculum. Similar to the Pre-Comprehensive and Comprehensive exams our students take in grades 6–8, these exams allow us to compare the progress of students within and among other BASIS.ed-managed schools. Unlike Comps, however, students’ grades are not affected by these exams—they are meant to give teachers a better idea of their students’ strengths, challenges, and growth throughout the year. These exams (also made by the BASIS.ed Academics Division, with input from classroom teachers about success of challenging items) will allow us to see what progress individuals are making, and also to identify gaps in consistency and quality across the network, with the high stakes of a state test such as PARCC. For students younger than 3rd grade, teachers use a robust checklist of benchmarks twice each grading period to assess student learning. A lack of student progression, for example, might signal a need to further evaluate a teacher’s instruction for effectiveness, while a diverse group of successful students might display a teacher’s excellence in differentiated instruction. A different comprehensive assessment that tracks progress in literacy and numeracy is AIMSweb, a tool BASIS.ed uses in its primary schools to complement internal exams and state assessments, to abide by state requirements throughout the network, and for progress-monitoring. Students in grades K–4 are tested in literacy and numeracy using AIMSweb at least three times per year (usually five, once per grade period), up to weekly testing if a student’s intervention plan requires more thorough progress-monitoring. AIMSweb allows schools the possibility of creating a literacy history for each K–4 student, including data points on a wide variety of skills and processes. AIMSweb places students into tiers representing students above grade level, students on grade level, students who require strategic interventions for specific skills or processes, and students who require significant interventions, including, potentially, the development of an IEP (please see below and section B.3.b for more information on interventions).

Data from AIMSweb is aggregated across all students by grade level to determine appropriate levels of intervention or advancement. Teachers can then use this data to align instruction to students' needs. Throughout the school year, teachers assess students and adjust the pacing of the curriculum based on their results, paying specific attention to the growth demonstrated by the bottom quartile of students. Teachers may also use AIMSweb assessments as assignments (homework and in-class work) to gauge student progress. If a teacher determines that an individual student is struggling, they alert the Director of Academic Programs, and the process to develop an intervention plan begins immediately (see section B.3.b. for more detail on our Student Support Team and section B. 3.d. for information on our Academic Support Program).

Formative assessments, in general, are designed to reinforce and solidify student learning of the curriculum in each subject. Assessments are tailored to each subject, so that Math/Science quizzes or homework sheets might test fluency with a particular numeracy skill in a scientific context, while a Humanities assessment could be an assignment to write a short story about a historical figure. Summative assessments provide a comprehensive picture of what students have learned over the course of the year. These assessments include course grades (as identified in course syllabi), AIMSweb results, PARCC scores (grade 3 and up), and eventually pre-comprehensive (midterm) and comprehensive exam scores for grades 6–8. All of these assessments are critical in gauging the success of BASIS.ed's academic program, and their results are thoroughly analyzed for patterns that can be taken into account when modifying and improving the curriculum for future years.

On formative assessments and internal summative assessments, each question (or performance task for early learners) ties back to a concept on the BASIS.ed Variant Template Syllabi (written by the Subject Advisors) for that subject. That syllabus, in turn, has been checked for alignment with the Common Core, DC Social Studies, and DC Early Learning Standards by a BASIS.ed curriculum expert. Thus, a student who passes a BASIS.ed summative assessment in a particular subject displays mastery of the relevant standards for that subject. Teachers whose students who do not pass an assessment will know exactly which concepts need improvement.

Lastly, in keeping with the BASIS.ed mission to provide an internationally-competitive education, BASIS.ed primary students take the ISA (International Student Assessment, based on the OECD's PISA test) Exam, which tests Mathematical Literacy, Scientific Literacy, Reading, and Writing in grades 3, 4, and 5. BASIS.ed uses this exam for many reasons. The ISA is not specific to a single curriculum; rather, it tests students all over the world on core skills in mathematical literacy, reading, writing, and scientific literacy. The test material is eclectic, drawing on many cultural and national sources; as with the PISA, it is impossible to "teach to the test." The assessments are designed with the knowledge that more than half of the test takers have first languages other than English, which makes the exam results especially pertinent to Culturally and Linguistically Diverse students (CLDs) or ELLs, and it includes writing tasks and open-ended questions to better illuminate students' thinking processes. The ISA provides diagnostic information that can be used at the network, school, class, or individual levels; BASIS.ed can evaluate the reliability of our internal assessments (including baseline/benchmark tests) and confirm that they are aligned with international expectations of performance²⁸ BASIS.ed's Academics Division gathers and analyzes results

²⁸ <https://www.acer.edu.au/isa/about>

from the ISA, provides comparisons within each school (including between grade levels and subgroups, such as boys and girls) and among the schools in our network, and provides support for teachers whose students may benefit from additional oversight.

Identifying and Supporting Struggling Students

Students are most successful at BASIS.ed managed schools when communication about student progress and struggles is open and honest between parents and teachers and is addressed at the earliest sign of struggle. The BASIS.ed student support system described above is implemented in the program grades for the very purpose of getting the right kind of help to keep students on track as early as possible. Intervention at BASIS.ed-managed schools takes three main forms: 1) teacher intervention in the form of targeted instruction by teachers, 2) the Academic Support Program, and 3) the Student Support Team.²⁹

Direct teacher support is the most obvious form of immediate intervention for struggling students. Teachers, in conjunction with the School Directors, track individual student progress on assessments, monitor and assess individual student management issues, and intervene when necessary. Besides working with students to develop study and organizational skills, BASIS.ed School Director(s) also work with teachers to coordinate a variety of options that can effectively meet the needs of each student. Student support at BASIS.ed-managed schools is meaningful, comprehensive, and timely, and it is designed to proactively identify and assist all student educational, emotional, and motivational needs.

Intervention Plans. When teachers (LETs or SETs) observe in class or via assessment results that a student is not making progress, they work together with their co-teacher to initiate targeted instruction (individualized help on classwork, modified homework for specific concepts and skills, etc.). To help keep teachers accountable for consistent, positive intervention strategies, BASIS.ed requires an individual Intervention Plan to be made, utilizing an Intervention Record. This record is extremely detailed and requires dates and descriptions of both the strategies and results. Parents are provided with this documentation and professional advice/materials for home. BASIS.ed primary schools utilize a common Intervention Record form across the network to help ensure consistency. The Academics and Schools Management Divisions of BASIS.ed evaluate the success of these records in progress-monitoring and in helping the student to grow; we make improvements annually as needed.

Part of the Intervention Record is tracking student progress on external assessments, particularly AIMSweb. A student's intervention plan may stipulate that students are assessed up to weekly on specific skills and concepts in order to track improvement. We require a minimum of five data points displaying positive growth before a Director can approve a student's removal from an intervention plan, and intervention plans can be resumed at any time, as needed. Directors must conduct monthly meetings with every Kindergarten teacher and LET to discuss all the intervention plans for which each teacher is responsible. This administrative oversight and assistance in tracking specific targeted goals for each student ensures that no student and his/her needs will "fall through the cracks," and keeps not only teachers, but also administrators, accountable to the network and the District for progressive student learning.

²⁹ BDC assures that all steps for Child Find will be followed per DC regulations and applicable federal laws (see Section 5.b for more information on Special Education requirements).

Lack of progress as the Intervention Plan is implemented may signal a need for a referral to Special Education for evaluation. Student Support Team members (including the student's teacher[s], and School Director[s]/the Head of School), together with the Special Education Coordinator, meet with the child's parents to advise them on the special education evaluation process and request consent to proceed with an evaluation. (Please see section 5.b. for more detail on Child Find). Once an IEP/504 Plan is established, the annual meeting or three-year reevaluation can show that students no longer need services. Upon exit of their plans, students can enter/reenter Academic Support Plans. Teachers and the Academic Support Team continue to monitor the student and offer support.

When student progress or a triennial evaluation demonstrates that a student no longer need services, the Team will determine if the student should "exit" from special education. Depending upon the level of services the student received, this transition can be difficult and the school team will work with the student to ensure a successful transition. In some cases, this may mean that the student will remain in the Academic Support Program to ensure that there is an extra level of formal support. This type of transition planning will also happen for any student who is exiting ELL. Academic Support Program is described in greater detail below.

Parent and Student Hours. As another form of targeted intervention, teachers at BASIS.ed-managed schools are required to hold free and accessible Parent and Student Hours after school each week (one hour of each is required; additional time is encouraged). Students in grades 1–4 may attend after-school Student Hours with their SETs and/or LETs for tutoring, assignment help, or other assistance as needed, with or without advance notice to the teacher, regularly or on an intermittent basis to maintain positive results. Parents may come in to a teacher's designated Parent Hours only after having made an appointment through the School's Front Office Staff. Parents who are unable to attend a teacher's Parent Hours may make an appointment outside these hours with a teacher directly, if the teacher is able. Excellent communication with the Parent is one of the most efficient ways to increase student performance, especially in cases where a student is experiencing difficulty. Teachers will write notes in students' CJs, and Parents may email a teacher or visit during Parent Hours to discuss their student's progress. BASIS.ed values strong communication with students' families, and individual support for each student.

Academic Support Program. One of the central tenets of the BASIS.ed educational philosophy is to create independently motivated students. Occasionally, however, students may need explicit support in order to succeed. If a student's grade falls below 70% on a Progress Grade Report, or a student fails to make adequate progress on benchmarking exams, or at the discretion of the Dean of Students, a student is placed in the Academic Support Program. Academic Support Program revolves around three central objectives for these students: motivation, communication, and intervention. Each student in the program is assigned a designated Academic Advisor who meets weekly with the student; the Advisor may work with the student to develop and then discuss a customized Study Plan. The Advisor also oversees the implementation of interventions in his/her courses, communicates regularly with parents, and continues checking in even after the student has exited Academic Support.

When a student demonstrates a need for support due to lack of organization, inability to complete assignments on time, or a negative or stagnant trend in assessment data (in AIMSweb, classroom assessments, benchmarking tests, and others), the Academic Support Coordinator may implement one-on-one sessions to teach the student effective note-taking, organizational, and time management skills. For example, the Academic Support Coordinator will teach the student how to enter notes into his/her planner, how to organize his/her backpack and binders, how to plan time for homework, etc. The Academic Support Coordinator gives the student several concrete goals and follows up to verify that the student is implementing the instructions—this process is especially helpful for our youngest students, as talking through goals and steps to achieve those goals helps students learn to be proactive early on. If the student shows reasonable progress, the Academic Support Coordinator may negotiate with the student’s teachers to lessen previously imposed standard consequences (e.g., set up an additional option to submit missing homework or to retake previously failed quizzes and tests). This can help motivate the student toward further improvement.

If the student is not demonstrating adequate progress on exams and in his or her classes by the end of the grading period, the Academic Support Coordinator may require the student to ask his/her teachers to initial his/her Communication Journal at the end of every class period to verify that he/she noted all assignments. In addition, the student’s parents are expected to initial the Communication Journal every day. The Academic Support Coordinator will evaluate the student’s progress once a week and will terminate the intervention when it brings steady, positive results. Because extreme difficulties with organizational strategies and focus can sometimes signal other issues, the Academic Support Coordinator may make a referral to the special education department if they are not seeing the typical type of improvement they would expect for a similar age/grade student.

Individual Academic Plans. When a student who is new to a BASIS.ed-managed primary school (at the beginning or middle of the year) demonstrates profound gaps in the subject-knowledge expected from a typical BASIS.ed student, the teacher(s) will create an individual plan describing the steps the student must take in order to meet the pace of the curriculum. This plan will include timelines for covering learning gaps and catching up with their peers, a list of resources provided by the school (additional work packages, workbooks, and textbooks, additional one-on-one time the teacher will spend with the student, additional peer-tutoring time, etc.), an assigned peer mentor in each class, and a description of modifications to assignments and assessments. During the remediation period, the student will work on individualized assignments in class, receive individualized homework, and be assessed using individualized quizzes and tests. The student will be graded on a Pass/Fail system during his/her remediation plan. The School Director will keep copies of the student’s individualized plan(s) and meet with the relevant teachers once a month to evaluate the effectiveness of the remediation.

English Language Learners

Students who have been identified as ELLs via the home language survey will also take District exams for language proficiency. Kindergarten students, and 1st-grade students in their first semester will take the Kindergarten WIDA-ACCESS Placement Test (K-WAPT). Students in grades 1–4 take the WAPT.

Students who have been identified as ELLs will receive ELL services pursuant to BASIS DC’s alternative language program. Students who score an ELP Level of ‘5’ or above are monitored for two years and

provided services and supports as needed. BASIS DC Primary will also establish a standing ELL Committee to address issues of identification, placement, and provision of ESL services to ELL students and teacher training. The committee will include the ELL Specialist.

All students who score NES (Non-English Speaking) or LES (Limited-English Speaking) on the IPT, Low-High on the K-WAPT, or Level 1 to Level 4.9 on the WAPT tests are eligible for ELL services. Beginning in Kindergarten, these students participate in ACCESS for ELLs every spring until they score an ELP Level 5 or above. After students take the initial English Level Proficiency screener test and are deemed eligible for ESL services, families can choose to have their children opt out of these programs by submitting a written letter to their school. Please note that even if the guardian chooses to opt out of receiving ELL services, all ELL students are still required to participate in the annual ELP assessment until they score an ELP Level 5 or above. Once a student scores a composite Level 5 or above in the annual ACCESS for ELLs assessment, he/she is no longer eligible for ESL services (because they are proficient in English), but they will be monitored for a two-year period in case a reevaluation is deemed necessary.

Monitoring services begin at the time of exit and continue for two consecutive years. The student's progress is monitored throughout the school year so that support can be provided as needed. These services ensure that every Linguistically Diverse student who exits from bilingual/ESL services is successful in all of their classes in our inclusion-based program. At BASIS DC Primary, we plan to mirror DCPS's policy of using WIDA's four domains of language (reading, writing, speaking, and listening) for our monitoring. Teachers must record students' progress and proficiency in their courses, and must also record the specific strategies used to assist these students.

[Accessing Assessment Results](#)

Our baseline and benchmark tests for primary students are completely internal exams, designed to inform instruction in the classroom and to show student progress on the standards/benchmarks for Reading and Math. As the results of these exams do not factor into students' grades, students and families are not invited to review the exam scores. They may come in to the school to see them upon request, as with our comprehensive and pre-comprehensive exams, but will not be permitted to keep any copies. Teachers and administrators review these results, which come from the BASIS.ed Academics Division with analysis. Teachers work with their Subject Advisors and administrators to improve instruction if results show that this is necessary.

PARCC scores come to the school for teachers, administrators, and families to review. ISA scores come to the schools, as well. The Heads of School forward these results to the BASIS.ed Academics Division for analysis and comparison with the other schools in the BASIS.ed network.

The Head of School and BASIS.ed's Board Manager create quarterly reports for the BDC Board. In each report, the Head of School shares academic results as part of his "State of the School" presentation. These results currently include AP, PARCC, and our high-stakes comprehensive and pre-comprehensive exams. BDC's primary exam results such as ISA and PARCC will be part of these presentations as well from the Head of School. Board members may ask for more details or updated results from BASIS.ed at any time.

AIMSweb is a test conducted one-on-one with each student, and scores are updated in the online portal. These are not tests that are shared with families, although teachers can share them with administrators

or board members upon request. It is important that AIMSweb scores be properly contextualized for families so it is progress that is highlighted, rather than raw scores. To that end, Kindergarten teachers, and LETs for grades 1–4 prepare guardian reports to present in meetings and on progress reports, or upon request.

e. Course Listing

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Movement & Health Foundation	P.E./Health 1	P.E./Health 2	P.E./Health 3	P.E./Health 4
Math Foundation	Math/Science 1	Math/Science 2	Math/Science 3	Math/Science 4
Language & Literacy Foundation	Humanities 1	Humanities 2	Humanities 3	Humanities 4
Civics, History, & Science Foundation	Connections 1	Connections 2	Connections 3	Connections 4
Engineering & Technology Foundation	Engineering & Technology 1	Engineering & Technology 2	Engineering & Technology 3	Engineering & Technology 4
Mandarin K	Mandarin 1	Mandarin 2	Mandarin 3	Mandarin 4
Music Foundation	Music 1	Music 2	Music 3	Music 4
Visual Arts Foundation	Visual Arts 1	Visual Arts 2	Visual Arts 3	Visual Arts 4
Performance Arts Foundation	Performance Arts 1	Performance Arts 2	Performance Arts 3	Performance Arts 4
	READ 1	READ 2	READ 3	READ 4

f. Promotion Requirements:

Promotion Requirements and Retention Policies

The proficiency of the coursework for the additional grades of K–4 is consistent with the proficiency for the coursework for our current 5–7 students. The proficiency level of each student will be based on the student’s performance on multiple sources of assessment, including homework, class participation, quizzes, and tests, which will be aligned with BASIS DC standards (see section B.3.a for more detail). The primary and middle schools have five grading periods, each roughly six weeks long. Students receive progress grade reports at the end of each grading period, with the exception of the fifth grading period, which is combined into a Final Grade Report for the year.

A Course Progress Grade reflects a student’s performance in a course during a given grading period. Each pair of LETs/SETs (in grades 1–4), or Lead Teachers/Teaching Fellows (in Kindergarten) calculates the grade according to his/her grading policy published in the course syllabus and BASIS Charter Schools Parent/Student Handbook, as well as any grading period-specific regulations. An Incomplete (I) may be given if the teacher does not have enough information to assign a grade due to excused absences or if the student was excused from significant amounts of class time for other reasons (e.g., additional tutoring during class time). This grade does not affect any of the grade averages.

To be promoted to the next grade level in K–4, a student must earn a minimum cumulative average of 60% in each of the core courses (excluding the Arts, Mandarin, PE, All-Connections, Engineering, and READ), and/or Grade P (Pass) in all courses or projects taken during the year.

Students who fail to meet this cumulative 60% requirement do not qualify for promotion status. To remedy their promotion status, these students' families must request formally, in writing, permission to obtain conditional promotion status. The request must be submitted within two calendar weeks of the receipt of the student's Final Grade Report. Students who file a request before the deadline will be awarded conditional promotion status and will receive an invitation to meet with the Director of Student Affairs to discuss the conditions required before promotional status can be granted.

Students must then agree to complete work over the summer recess, which could take any of the following forms: course packets compiled by teachers, projects overseen by teachers or administrators, re-takes of important exams, etc. To advance from conditional promotion status to promotion status, the student must satisfy all Special Summer Project assignment requirements.

Students who fail to earn promotion status, fail to obtain conditional promotion status, or fail to advance from conditional promotion status to promotion status, are retained in the grade. They will be enrolled in the same grade again for the next school year.

The BASIS DC promotion and retention policies are repeated in the BASIS Charter Schools Parent/Student Handbook, which state that, the Head of School will make the final determination for promotion and retention based on teacher recommendation and passing grades.

Ensuring Successful Student Progression

So long as there is space available, students are eligible to enroll at BASIS DC Primary at any grade level; however, it is critical that students are given every opportunity for academic success and are not unfairly set up for insurmountable academic challenges that could result in a lack of progress or failure.

Upon enrolling in the school, students will be given baseline/diagnostic tests to determine their academic grade level and prior academic experience (see section B.3.d for more detail on assessments)³⁰. If these tests were to reveal that a student would not be prepared for a successful transition to the grade-level work typical at BASIS.ed-managed charter schools, the Director will meet with the student and his/her guardian to determine a plan that will create a successful transition to the academic program. Such a plan might include creating a Student Support Program unique to the student, or a consideration of having the student enter the school at a lower grade level. BASIS DC reserves the right to place students in the grade level aligned to their academic preparedness, even if that is lower than the grade level the student's age suggests.

BDC will administer a Home Language Survey to all enrolling students, and the WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment to K–12 students who have been identified as ELLs. BASIS DC Primary's ELL Specialist

³⁰ At no point will a student's admittance to BASIS DC primary be contingent on performance on any type of evaluation, exam, or diagnostic test.

will identify students who qualify for English-language supplemental services and determine the level and nature of services for each student. He/she is also responsible for developing a system to document academic support provided to ELLs in core content academic courses.

BASIS DC Primary acknowledges that more than 40% of the District’s children could be considered “at risk” of not meeting expectations. We are committed to a process of identifying these students and their needs, developing intervention or individualized plans, continuously monitoring student progress in the classroom and on major assessments, and providing academic and other support as needed for the students to succeed in their general education classrooms. Please see section B.3.b for more detail on instructional strategies that benefit SWD, ELLs, and at-risk students.

Beyond this process, constant communication with families is one of the most efficient ways to increase student performance, especially in cases where the students are experiencing difficulty. We believe in strong communication and individual support for each student.

4. Support for Learning

a. School Culture

Each BASIS.ed-managed school has a unique culture and sense of community. Students, parents, administrators, and teachers all have a common goal of scholastic success in an environment that is safe, has high academic expectations, and cultivates a love of learning for a lifetime.

Given this goal, BASIS.ed primary schools have many supports in place to ensure that students feel like they are part of an encouraging community with shared goals. BASIS.ed, our Schools Management Division, our school leaders, and our teachers and staff serve as positive social, emotional, and behavioral models for students. We convey our theory of classroom and behavior management in everything we do that the ideal behaviors are those of collegiality and proactivity. Students achieve more when they feel supported, and when they perceive that they have the tools with which to succeed, and BASIS.ed provides these supports in many ways.

As students come to embody the identity of a “BASIS.ed student” by learning these academic and organizational habits, they also come to define the identity of the school. The current BASIS DC students are known as the Red Giants (the biggest and brightest stars in the galaxy), and an unofficial motto of the school is “Show-Take-Make”: Show Respect, Take Responsibility, Make Improvements. Some BASIS DC 5-12 students embody this by participating in Girls on the Run (a club which “inspire[s] girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running”³¹), Recycling Club, Chess Club, and many of the other extracurricular activities that celebrate connectedness and development in social, emotional, and physical ways (see section B.4.b. for more information on extracurricular activities). Other existing BASIS.ed-managed primary schools use the motto “SOAR”: Safety, Organization, Act Responsibly, Respect. This motto helps reinforce students’ common identity as nascent BASIS.ed students. The new BASIS DC Primary campuses will adopt this motto, and come

³¹ Available at: <http://www.gotrdc.org/who-we-are/our-mission>

together to vote on a school mascot, school colors, and school slogans. One of these new K-4 campuses might be, for instance, the Blue Nebulae, before they become Red Giants at BASIS DC!

An important component of the BASIS.ed culture at all schools is that of achievement, and achievement means improvement. At the end of each grading period (five times per year), students convene in assemblies (grade level and whole-school, depending on the facility), and are publicly honored for getting (and staying) on the Honor Roll, showing the most improvement, and for sustaining an average of 90% or higher (the “90s Club”). Each school may also add other honorable mentions, including Good Citizenship, Attendance, etc. Parents, families, and community members are invited to participate in these assemblies, and share in celebrating the hard work and achievements of BASIS.ed students.

In becoming a “BASIS.ed student”, and in becoming part of a shared school identity, every student is bound to struggle at some point. The shared goal of the administration at all BASIS.ed-managed schools is to provide a supportive environment in which students can learn. This might require having discussions with a student about how to maintain high expectations, conducting parent conferences, or setting strategic, mandatory goals for improvement. For example, students who struggle academically may be placed in the Academic Support Program as needed (see B.3.d. for more information on this). Whereas, students who struggle socially or behaviorally are provided other supports relative to their needs. Directors and Deans also spend significant time with students who are struggling behaviorally to provide positive interventions in an effort to turn behavior around and keep students from missing important class time. Depending on student need (and possibly their IEP or 504 plans) the School psychologist may work with the team to develop different levels of behavior intervention plans. For students with disabilities, the typical course of action for behavior issues is to work through the IEP Team to perform a Functional Behavioral Assessment and a Behavior Intervention Plan. Some other examples of the ways in with the BASIS DC primary school will engage around positive behavior strategies are:

BOSS Camp (described above in section 3.b and in the Appendix) helps students feel an immediate sense of community due to its style and purpose of orientation and welcoming.

The fact that students are in groups throughout the day helps them get to know one another. Each group is given the name of a chemical element (Helium, Carbon, etc.), and students remain in their assigned chemical elements all year. This gives each group its own identity and helps distinguish it among the other groups in any given grade. Students feel pride and solidarity in their groups, in addition to that which they feel for their grade and school.

Each school also has a mascot and unique school characteristics. For instance, the current BASIS DC school mascot is the Red Giants (some of the biggest and brightest celestial objects). Schools also have Spirit Weeks that celebrate the schools as distinct communities, including “Twin/Triplet day,” “Element Theme Day,” “University Day,” and so on.

- BASIS.ed primary school students report feeling more in control of their behaviors when they are more organized in school—they feel less “blindsided” by assessments, less overwhelmed by projects and other large assignments, and they do not feel frustrated for having lost materials. Our policy of providing explicit and positive instruction for getting and staying organized, and for proactively studying and completing assignments, benefits students in emotional ways as well as in academic ways (see above in section 3 and in the Appendix for more information about the

Communication Journal, which is the primary method of organization and communication for students).

- Individual student organization is reinforced by, and reinforces, community organization. Students all know to get out their CJs and record assignments and other notes; it is deeply engrained in BASIS.ed culture to do so. In the same vein, students also hold each other to the same high academic expectations. It is remarkable to see 6th-grade students holding effective and productive study groups before the comprehensive exams, for instance, especially as they are entirely student-organized groups. Primary students know to celebrate each other's achievements—many teachers will ask that students identify those who helped them complete a difficult component of an assignment, or compliment one of their peers who has displayed extra effort or enthusiasm, or otherwise praise both improvement and proactive behavior. These methods are standard in many Kindergarten and early childhood classrooms, but often, they fall out of use in the older primary grades. At BASIS.ed-managed schools, it is necessary to stay positive and proactive, and to explicitly celebrate and appreciate others who do so, in order to succeed with advanced coursework.

The many extracurricular activities and clubs available to primary students (see below in this section) speak to students' desires for social, physical, and emotional outlets. Students can propose and choose activities that fit their needs and interests, and develop friendships with those who share those interests, across groups and grade levels.

- The two-teacher model in all primary grades is enormously helpful in monitoring and addressing social, emotional, and behavioral trends and issues. While both teachers in the room (Subject Expert Teacher and Learning Expert Teacher) are caring and attentive to students' needs, the Learning Expert Teacher (or, in the case of Kindergarten, either the Lead Teacher or the Teaching Fellow) is the professional who knows the students the best. He/she moves with his/her group throughout the day to all classes, and sees how students interact through the whole day with their peers and teachers. If a student is having specific trouble with a peer or at any particular point of a class, the LET (or Kindergarten teacher) can pull that student aside and offer individual attention. Students report feeling happy that they are able to talk to their LET about a problem, and the fact that they are with this teacher all day helps students feel very comfortable trusting them. LETs also do the majority of communicating with parents about a student, and can provide excellent contextualization of any issue with which the student might be struggling.

If an LET determines that a student needs more individual or private attention due to confidentiality or time issues, the student is brought to the Dean of Students. In many schools, the Dean's responsibility is usually an authoritarian discipline-enforcer. In BASIS.ed-managed primary schools, the Dean is more of an extension of the LET. Deans serve many functions, including those of a counselor, a tutor, an academic advisor, a conflict-resolution facilitator, and, yes, someone who helps students remedy any missteps they might make regarding the Code of Conduct. A Dean might pull a student out of class to allow him/her to discuss family circumstances, to talk out potential solutions to academic or social issues, and so on. Students know that the Dean is their advocate in all respects.

- The Dean can also help students embody any school mottos or acronyms. Many BASIS.ed-managed primary schools proclaim the importance of SOARing: Safety, Organization, Act

Responsibly, Respect. Visitors can see posters about SOAR or other such acronyms around the schools, and students are often asked to describe how they SOAR every day at BASIS.

Students who enter into the school mid-year are provided with many supports, as well. Peer mentors are assigned (sometimes for a whole day, sometimes on a class-by-class basis), who help teach the new student any classroom routines, common responses, locations of bathrooms and drinking fountains, supplies, etc., location-specific policies (e.g., playground), and help integrate the new student into the community of their particular group. LETs (or Kindergarten Teaching Fellows) provide packets and individual assistance with “catching up” to their peers. Sometimes modified assignments will be made, and additional organizational scaffolding (personal reminders/help with accordion folders, CJs, or other materials) is provided, as well.

When a student chooses to act outside of the Code of Conduct or in any way deemed unsafe to him/herself or others, BASIS DC has thorough and equitable procedures in place to help the student correct the behaviors. Please see below for policies and procedures for behavior management, and for the BASIS DC Code of Conduct, non-discrimination policy, and other important information from the BASIS.ed-managed schools’ Charter Schools Parent/Student Handbook (which is signed by all students and parents at the beginning of each school year – as a commitment to these policies).

Attendance and Re-Enrollment Strategies

As families prepare for reenrollment at the end of the year, they can expect to see BASIS DC and BASIS DC Primary at the My School DC common lottery event, as well as open houses, tours, and individual meetings as needed, to ensure a smooth transition to the upcoming school year. At the beginning of each academic year, families are given the specifics on available Student Hours and Parent Hours. Thus, creating an environment of open communication from the beginning and options that both parents and students are aware of when it comes to academic consistency and success throughout the year. When a student is absent from school due to illness, injury, or family reasons, the school will use the Homework Buddy program to assist students in keeping up with the lessons they are missing during their absence.

Student Development and Positive Behavior

BASIS.ed-managed schools provide an environment in which students are supported throughout each school day by teachers and other staff members. We assure progress observations and monitoring on all students, based on individual needs, including those with IEP and/or 504 plans to assure congruence with their plans. Positive student behavior and high expectations for student learning are part of the BASIS.ed Model and are supported daily through the BASIS.ed Philosophy as described in the Education Plan.

Integrating Students

New students entering a BASIS.ed-managed school in the middle of the school year (or those that are new to schooling in the U.S.) will first be offered a parent meeting and have a student buddy assigned for their first day of class. A Learning Expert Teacher (LET) will be prepared to receive the student, and a list of suggested books and handouts on any missed learning material will be provided. The LET will introduce the student to the available Student Hours, thus, giving him/her the opportunity to review material to assist them in their school year acclimation.

Proposed School's Discipline Policy for All Students

The details found below demonstrate our policies and systems that will reinforce positive student behavior and apply to the current and proposed D.C. campuses. To ensure consistency, the Dean of Students oversees discipline at the existing BASIS DC campus.

The academic rigor and high expectations for student learning at BASIS.ed-managed charter schools require an environment that is free from disruption and fosters mutual respect among students and staff members. To accomplish this, BASIS.ed has developed clear rules concerning student behavior, which will be enforced without discrimination according to the following Non-Discrimination Policy:

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS³² does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX.

The rules will be made available to students and their families through the BASIS DC Primary Parent/Student Handbook.³³

The BASIS DC a Code of Conduct is applicable to all students and is based on five key principles of behavior:

1. Promote respect for fellow students and staff members: The School is fortunate to have a very diverse student population from a variety of ethnic, cultural, and religious backgrounds, and strives to provide an environment where all students feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on School premises. These include, but are not limited to, the use of derogatory statements in reference to anyone's race, sexuality, gender expression, ethnicity, culture, or religious background.
2. Promote respect for all individuals: BASIS DC strives to provide an environment where all students feel comfortable and thrive. For this reason, certain behaviors are strictly prohibited on school premises. These include, but are not limited to, the use of derogatory statements in reference to race, sexuality, ethnicity, culture, or religious background.
3. Promote individual responsibility and community responsibility: Each student is responsible and will be held accountable for his/her own language and actions. This responsibility extends to any knowledge of misconduct by other students. If a student is aware of misconduct by another student, it is his/her responsibility to inform a staff member. Withholding such information may be considered a Disciplinary Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate and will invoke appropriate

³² As used in this policy, the term "BASIS" refers to BASIS.ed, LLC, BASIS Schools, Inc., BDC A Public Charter School, Inc., and BTX Schools, Inc.

³³ Please note: the majority of the content in this section is taken from the BASIS Parent-Student Handbook. As used in these policies, the term "BASIS" refers to BASIS.ed, LLC, BASIS Schools, Inc., BDC A Public Charter School, Inc., and BTX Schools, Inc.

sanctions against any student who responds to another in a retaliatory manner. Staff members will not tolerate bullying or cheating and neither should students. Please note that plagiarism is considered cheating.

4. Provide a safe environment for students: It is the responsibility of all student to immediately inform a staff member about any possible threat to student or staff member safety, health, or property that they have observed or have knowledge of. Withholding such information may be considered a Disciplinary Violation.
5. Provide a disruption-free educational environment: No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Disciplinary Violation.

The Code of Conduct, General Rules, and Classroom Rules also apply to online conduct in classes or activities where students may access the internet. BASISDC also maintains the following General Rules of appropriate behavior:

BASISDC conducts full investigations for each violation prior to disciplinary action. We consider the nuances of each action before making a decision, each decision, according to the rules and policies in the BASIS Charter Schools Parent/Student Handbook is ultimately at the discretion of the Head of School.

GENERAL RULES

- Compliance with all federal, state, district, and local laws.
- No possession of weapons, objects that could be used as weapons, or simulated weapons of any kind.
- No possession, use, distribution of, or attendance under, the influence of tobacco products, drugs, unauthorized prescription medication, alcohol, or any other dangerous, illegal, or controlled substance (zero tolerance policy).
- No physical or verbal aggression against or abuse of persons or property, including abuse of the Communication Journal (e.g., no removing CJ entries or pages).
- No sexual advances or derogatory or suggestive comments about one's own or another individual's sexual orientation.
- No display of sexually suggestive objects or pictures.
- No public display of intimate affection.
- No use of profanity or verbal abuse of any persons.
- No harassment or bullying, including cyberbullying.
- No chewing gum anywhere on School premises.
- No possession or unauthorized use of matches, lighters, or explosive materials.
- Compliance with all written rules and procedures provided and/or posted throughout the School premises, including emergency procedures.
- Compliance with verbal directions of staff members.
- Arrive at class or any required school activity on time and appropriately equipped.
- Attendance at all scheduled classes and all required School activities.
- Immediately reporting (to staff members) the actions and/or words of another member of the School community that are believed to violate School rules.

- No sale of any products or goods on School premises or at School-sponsored activities, except when authorized by the Director of Academic Programs.
- No unauthorized use of the BASIS name and/or logo. The BASIS name and logo are protected trademarks covered by state and federal law.
- No unauthorized personal photography on the School campus or during School events without the written permission of the Director of Academic Programs.
- No photos taken at the School, whether authorized or not, may be posted on the internet or in any other public forum without written permission from the Director of Academic Programs.
- Staff members are authorized to use reasonable physical force in self-defense, defense of others, and defense of property. Staff members are also authorized to use reasonable physical force in cases where, after repeated verbal warnings, a student refuses to obey instructions in accordance with the School's Disciplinary Policy.

CLASSROOM RULES

To enable students to master subject content, the classroom environment must be conducive to learning. Teachers set standards for student behavior and consequences for violating those standards in their classrooms. Specific classroom rules must be compatible with all policies and procedures published in this Handbook and are communicated to students and Parents via the Course Syllabi. Students must adhere to the following classroom rules:

- No disruption of another student's education.
- No eating, drinking (other than water), or chewing anything, including gum.
- No passing notes.
- All electronic devices (including, but not limited to, games, radios, portable music players, and cell phones) must be switched off and out of sight during all academic, extracurricular, and auxiliary programs. BASIS DC discourages students from bringing electronic devices to school and is not responsible for any lost, damaged, or stolen devices.

The Code of Conduct, General Rules, and Classroom Rules apply to online conduct in classes or activities where students may access the internet.

PLAYGROUND RULES (WHERE APPLICABLE)

- Play only in the designated recess areas.
- Do not play near irrigation and/or muddy areas.
- Practice good sportsmanship at all times.
- Play safe, non-violent games (no tackling, grabbing clothing, tripping, or pushing).
- Use playground equipment as intended.
- Obtain permission from a teacher or staff member before leaving the playground.
- Do not touch or handle broken glass or harmful objects and report such items to a teacher or staff member immediately.
- Do not play tag or use sports equipment around the playground area.

DRESS CODE RULES

The dress code is designed to promote respect for each student as an individual capable of exercising discretion and making responsible choices for his/her attire. All students must wear clothing that is appropriate to an academic environment and adheres to the following guidelines:

- No clothing may be worn that is not appropriate for school (e.g., revealing clothing, exposed undergarments, clothing that could be considered "sagging," etc.).
- No clothing may be worn that features offensive language; racial or ethnic statements; references to tobacco, drugs, alcohol or gangs; or wording/graphics that are suggestive of sexual or other inappropriate behavior.
- No clothing or footwear may be worn that may threaten the safety or health of the wearer or other students (e.g., shoes with wheels in the soles, or excessively high-heeled or platform shoes) Please Note: Students in grades K–4 are not permitted to wear flip-flops.
- Staff members will determine whether a student's attire complies with the dress code and report any violations to the Dean of Students. The Dean's decision regarding dress code is final. A dress code violation may be dealt with by requiring the student to cover up clothing, turn clothing inside out, request that a Parent deliver replacement clothing to the School, confiscation of non-essential items (e.g., hats), or other appropriate measures. Repeated dress code warnings may be considered a major Disciplinary Violation.

STUDENT PROPERTY ON CAMPUS

The School strongly discourages students from bringing any valuables to school. This includes, but is not limited to, jewelry, electronic devices (e.g., game systems, radios, portable music players, etc.), or similar items. The School disclaims any liability for the loss or theft of any item. Personal computers or tablets in the classroom are allowed only when the teacher gives explicit permission. Use of other electronic devices, including mobile phones and smart watches, during classes, is strictly prohibited. At a minimum, all electronic devices must be switched off and out of sight during classes. Personal items, print media, or electronic media brought to school must never contain nudity, profanity, or excessively violent or sexual content. Breach of this rule results in confiscation of the item and may be considered a major Disciplinary Violation. Please refer to the School Guidebook for specific policies regarding the use and possession of electronic devices and other student property on campus. For further information on the applicability of this policy to students served by Exceptional Student Services, see the Special Education Policies at the Front Office and contact the School's Special Education Coordinator.

PHYSICAL/VERBAL AGGRESSION AND ABUSE

Students must immediately report any aggressive behavior to the nearest staff member, who will assess the seriousness of the problem, stop the offensive behavior, and/or initiate disciplinary consequences. If a student is the victim of physical aggression, he/she may use force to defend him/herself only if it is necessary to prevent the offender from further aggression. The Director of Student Affairs has the authority to decide if an aggressive defense is considered necessary or if the student could have diffused the situation by other means (e.g., calling a staff member, walking away).

If a student observes aggression against property, he/she may try to stop this behavior only if this property damage might put others in immediate physical danger. In any other case, it may be considered a Disciplinary Violation for students to engage in any restraining, retaliatory, or vengeful behavior. Students who witness property damage must report it to a staff member.

During class, if a student makes comments deemed offensive or inappropriate, the teacher assesses the seriousness of the problem, stops the offensive behavior, and derives disciplinary consequences for such behavior.

Students engaging in private conversation on school grounds or at a school-sponsored event must adhere to the School's rules of good behavior. If someone involved in the conversation (or someone overhearing the conversation) deems it inappropriate or offensive, the student must stop the conversation at once.

At no time may a student intimidate another party in order to prevent him/her from openly expressing his/her dislike of a conversation topic. Similarly, if the conversation continues after a student has expressed dislike for it, it must be immediately reported to a staff member. At no point may a student engage in a verbal or physical dispute with the offender, no matter how offensive the topic of conversation. The staff member summoned is responsible for assessing the seriousness of the problem, stopping the offensive behavior, and deriving disciplinary consequences.

Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate. Sanctions may be invoked for retaliatory offenses, irrespective of the cause.

HARASSMENT AND BULLYING

The School has a zero tolerance policy for bullying and harassment of any kind. All forms of harassment and bullying (including cyberbullying) are strictly prohibited and result in severe disciplinary consequences. The School will employ the following definition for harassment and bullying:

A severe, pervasive, or persistent act or conduct by a person or group, whether physical, electronic, or verbal, that:

a) may be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibility, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence of business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the perceived foregoing characteristics; and

b) Can be reasonably predicted to

- 1) place the student in reasonable fear of physical harm to their person or property;
- 2) cause a substantial detrimental effect on the student's physical or mental health;
- 3) substantially interfere with the student's academic performance or attendance;
- 4) substantially interfere with the student's ability to participate in or benefit from the services, activities, or privileges provided by the School.

A first offense qualifies as physical or verbal abuse, not harassment, and may be considered a Disciplinary Violation. If the offenses continue, severe disciplinary consequences may ensue. The victim must inform a staff member of the first offense and that he/she finds the offense annoying or unwanted. As a result, the staff member has the opportunity to warn and/or discipline the perpetrator after the first violation.

Suspected, observed, or experienced harassment or bullying must be immediately reported to a staff member. Failing to report harassment or bullying may be considered a Disciplinary Violation. Staff members make every effort to ensure the confidentiality of a student who reports misconduct by a classmate, and invoke appropriate sanctions against any student who responds to another in a retaliatory manner.

Please Note: the School goes to great lengths to prevent sexual harassment from occurring among its staff, students, and other community members. For more information on the BASIS DC sexual harassment policy, refer to the BASIS DC website. At the beginning of the year, Parents of all students are asked to allow their students to participate in bullying and sexual harassment trainings that are appropriately tailored to each grade level. The presentations are designed to educate students on harassment and bullying in age appropriate ways. Students who do not acknowledge and follow the School's policies on bullying and harassment may be subject to disciplinary action.

DISCIPLINARY CONSEQUENCES

A Disciplinary Violation is defined as non-compliance with any of the sections of this Handbook, especially with the Code of Conduct.

Please Note: Contacting Local Law Enforcement Authorities. If a student is considered an immediate threat to him/herself or others, or engages in conduct required by law to be reported to law enforcement authorities, the staff member registering the offense notifies the Director of Student Affairs. It is the Director of Student Affairs' responsibility to contact the local law enforcement authorities.

Consequences of a Disciplinary Violation may include, but are not limited to, the following disciplinary actions:

Disciplinary actions

- **Temporary Exclusion:** the student is temporarily excluded from the classroom, cafeteria, hallway, or other School premises, due to a Disciplinary Violation. The student spends an assigned time in a designated area under the supervision of a staff member. During this time, the student may be required to work on additional academic tasks or School service activities (usually activities related to the upkeep and maintenance of the School). Each exclusion is considered a Dean Referral. Failure to follow instructions during exclusion may lead to Major Consequences.
- **Dean Referral:** the student is required to immediately report (or in the time interval indicated by a staff member) to his/her Dean for disciplinary action. Prior to disciplinary action, the staff member referring the student to the office verbally informs the Dean of the violation or completes a Disciplinary Violation report describing the event. The Dean, or the designated person, then informs the student of the policies he/she violated, invites the student to explain his/her understanding of the event, instructs him/her on disciplinary due process, and decides the remedy or the disciplinary consequences, as listed on the next page.

Minor disciplinary consequences

Notice of Disciplinary Violation: the student is reminded of the next level of consequences for any subsequent Disciplinary Violation and may be excluded from the class for additional time and required to write a letter of apology or an essay to demonstrate that he/she understands the nature of the Disciplinary Violation. While this written document is filed in the School's disciplinary file, there is no requirement to inform the Parent about this action. In more severe cases, the Dean might request that the student perform additional academic or School service activities during the period of exclusion, before or after school the following day, and/or be excluded from an Enrichment Activity. In this case, the Dean writes a notice regarding the Disciplinary Violation in the CJ and the student is required to obtain a Parent signature by the next school day. Failure to follow instructions or obtain the signature may result in more serious consequences.

Major disciplinary consequences

Short-term Suspension (1–9 school days): the student must remain away from the School premises, classes, and all other School activities. Short-term Suspension does not excuse the student from any academic work required during the suspension. Suspended students must make up missed assignments to receive credit for them. The Dean will set up procedures to ensure that the student has all the material and information necessary to perform independent study. This material and information will be available for the Parent to collect at the end of each school day. The Parent may call the School Office to verify that new material is available to be collected and to determine when the material will be available. Upon returning to School, the student is required to deliver all finished assignments he/she received during the suspension and coordinate any make-up tests or quizzes with the teacher of each subject. The student must make up these tests/quizzes on dates specified by each teacher.

When the Director of Student Affairs imposes Short-term Suspension, the suspended student's Parent is informed of the suspension by telephone, in writing, or in person. The Parent may be required to remove his/her child from the School immediately, or the Director of Student Affairs may postpone the start of suspension until the next day (or a later date). The Director of Student Affairs may also postpone the final decision regarding the length of suspension due to a pending incident investigation. The School reserves the right to suspend, without prejudice, any student subject to such investigation. If a student is subsequently found not guilty of a Disciplinary Violation or the violation proves to be significantly less serious than suspected, he/she is allowed an opportunity to make up and receive credit for missed assignments; however, there is no other compensation for the time spent on suspension during the investigation (e.g., no private tutoring, no more than regular additional time for make-up work). Once the incident investigation is completed, a conference between the Director of Student Affairs and the Parent is required before the student is allowed to return to the School.

Long-term Suspension (10 or more school days): the student must remain away from School premises, classes, and all other School activities. Long-term Suspension does not excuse the student from academic work assigned during the term of suspension. As in the case of Short-term Suspension, the same procedures are employed to ensure the student has access to adequate resources necessary for independent study. The student might be required to come to the School

after regular hours to take exams and quizzes during his/ her Long-term Suspension. Prior to any Long-term Suspension, the student is placed on Short-term Suspension and the same rules described in the Short-term Suspension paragraph above are invoked. During this time, the Director of Student Affairs conducts an investigation of the incident. Once the incident investigation is completed, the Head of School will hold a hearing during which the student and his/her Parents can provide testimony and evidence and question the school's witnesses. The student's Parents will receive written notice of the date and time of the hearing. After the hearing, the Head of School will make the final determination on the long-term suspension. This conference is required before the student is allowed to return to the School.

Expulsion: the School permanently withdraws the student's privilege of attending the School. Expulsion is initiated at the recommendation of the Director of Student Affairs, who investigates the conduct giving rise to the Disciplinary Violation. A recommendation of expulsion is given to the Head of School. The Head of School then initiates an expulsion committee consisting of him/herself and two additional staff members. The expulsion committee will hold a hearing to take evidence and render a decision. Before the final decision is made the student and the School follow the procedures for a Long-term Suspension. The student's Parent receives written notification of the recommendation for expulsion and is invited to attend the expulsion committee hearing, where the student/parents can present testimony and evidence and question the school's witnesses. A final determination is made at the conclusion of the hearing.

After the determination is made at the Expulsion Hearing, a Parent has 5 School days in which to formally make an appeal. No new evidence may be presented during the appeal process. The Vice President of Charters and/or the Senior Vice President of Schools Management will provide a response to the appeal within 5 School days.

DISCIPLINARY DUE PROCESS PROCEDURES

The School does not set mandatory consequences for Disciplinary Violations. The Dean of Students or in certain cases, the Director of Student Affairs, is tasked with determining consequences for each individual case based on the severity of the infraction and any other relevant circumstances. The final decision regarding Short-Term Suspension is always authorized by the Director of Student Affairs. If the Disciplinary Violation poses a threat to the safety of anyone in the School or is otherwise a possible violation of law, the Director of Student Affairs (or other staff, if circumstances warrant) will contact the relevant law enforcement officials immediately. Final decisions regarding disciplinary consequences are set forth above.

The most common type of Disciplinary Violation is disruptive behavior in the classroom. While such misconduct is generally considered relatively minor, repeat violations may be damaging to the classroom environment and may interfere with the learning process. Therefore, repeated minor infractions may eventually lead to major consequences such as Short-term Suspensions.

If a staff member announces a disciplinary consequence and the student believes he/she has been unjustly punished, he/she may request to contact his/her Parent immediately. The Dean will arrange for the student to contact his/her Parent. The Parent may elect to pick up the student

immediately or allow the disciplinary process to move forward and implement consequences. If the Parent chooses to pick up the student within a reasonably short time, the student is taken out of his/her regular program and supervised by the Dean (or a designated staff member) until the Parent arrives. It is not the Dean's responsibility to be available for a meeting with the Parent upon his/her arrival. If the Parent has questions regarding the incident, he/ she can set up a meeting with the Dean to discuss the issue at a later date. If the Parent does not honor the student's request to be collected, does not arrive within a reasonable amount of time, or cannot be contacted, the disciplinary process will continue. Generally, a reasonable amount of time means within one hour after the first call has been made; however, the Dean (or in some cases the Director of Student Affairs) may adjust based on individual circumstances.

Following a decision on a Disciplinary Violation, a Parent may request a meeting with the Dean of Students and may ask the Dean for a further explanation of the decision, in writing. The meeting shall occur as soon as schedules permit, and the Parent will receive the written explanation within 10 school days. Should the Parent require still further information, they can request a meeting with the Director of Student Affairs to discuss the Disciplinary Violation and resulting consequence.

Whenever the Director of Student Affairs imposes a Short-term Suspension, the Parent has an opportunity to discuss the incident and the disciplinary decision with the Director of Student Affairs during the mandated meeting prior to the student returning to the School. If the Parent does not support the decision, he/she may email his/her objections to the Director of Student Affairs. The Director of Student Affairs will forward the email to the Head of School. The Parent will then receive a response from the Head of School within 10 school days, but during this time, the Director of Student Affairs' decision stands. If the Head of School supports the Director of Student Affairs' decision, that decision is final and there will be no further appeal.

If the Parent believes that the School violated any charter or other applicable regulations or laws and believes that his/her concerns were not properly addressed by the Head of School, the Parent shall contact the Vice President of Charter Schools. For the contact information of the Vice President of Charter Schools, please refer to the BASIS Schools website.

Procedures for handling Disciplinary Violations specific to students served by Exceptional Student Services are outlined in the School's Special Education Policies (available upon request at the School Office). Student transfers to DCPS or other charter schools are not a viable alternative to taking disciplinary action against a student for violating the school's discipline policies. A transfer cannot be negotiated in lieu of a long-term suspension or expulsion on record.³⁴

Please Note: The School takes issues involving academic integrity very seriously. If a student is caught cheating or plagiarizing (or if he/she is strongly suspected of cheating or plagiarizing), he or she will receive a zero on the assignment, test, or quiz in question, no matter the extent of the cheating. This decision is solely at the discretion of the Director of Student Affairs and his/her decision is considered

³⁴ From DC PCSB's Policy: Discipline Plans <http://www.dcpsb.org/sites/default/files/report/Discipline%20Plans%201.pdf>

STUDENT DISCIPLINARY RECORDS

The Dean of Students and the Director of Student Affairs make every reasonable effort to thoroughly investigate, accurately document, and fairly adjudicate all allegations of student misconduct. Disciplinary records related to the current school year are maintained by the Dean in the student's disciplinary file. The student's disciplinary file is made available for inspection by the Parent upon request. Before a Parent inspects the disciplinary file, the file will be adjusted to comply with the Family Educational Rights and Privacy act (FERPA). In compliance with FERPA, all documents with information pertaining to other students involved in disciplinary events are removed from the file prior to such inspection. The student's is available for inspection only if the request is made before the end of the school year in which the Disciplinary Violation occurred. When responding to requests for student disciplinary records and information from law enforcement agencies, court officials, other regulatory bodies, or any external entity, the School follows procedures mandated by FERPA. When responding to requests for student disciplinary records and information from law enforcement agencies, court officials, other regulatory bodies, or any external entity, the School follows state requirements regarding records and the procedures mandated by FERPA.

ATTENDANCE

The School believes that a student's presence in the classroom is extremely important to success. All documents regarding absences and tardiness are maintained by the School's Registrar and filed in the attendance binders.

ABSENCES

To support learning and valuable classroom time, we urge Parents to align family vacations and other events for which students must miss school with the school calendar. The School academic program is very rigorous, so absences of any length are likely to jeopardize academic performance. Students are, therefore, required to attend all classes at all times. If this is not possible, students are required to complete all of the assigned make-up work. Each State or District may have individual regulations or policies regarding attendance.

The School complies with applicable state attendance reporting mandates. If a student is absent, a Parent is required to call no less than 30 minutes prior to the start of School to notify the School Office and provide the reason and the anticipated length of the absence. If the Parent does not make contact, the School will make a reasonable attempt to contact the student's Parent. Until the School Office receives notification from the Parent, the absence will be considered unexcused regardless of the reason. Any unexcused absence is considered a violation of school rules.

Skipping one (or more) class is considered an unexcused absence unless a prior arrangement has been agreed upon between the School and the Parent. If a student accumulates excessive absences (absences that jeopardize the student's academic success, according to the course teacher), the Parent will be required to meet with the Director of Students Affairs. The purpose of this meeting will be to determine how to remedy the consequences of absences to assure the student's progress. Concrete goals and a timeline will be summarized in an Absence Recovery plan.

In addition to the week of training at Teacher Institute, staff members, including school directors, special education coordinators, curriculum coordinators, heads of school and other staff have a week of training as well. During this annual Staff Training BASIS.ed school leaders have sessions on compliance, security, conditions for suspension and expulsion, highly qualified attestation, FOIA and FERPA, documentation, Civil Rights, 504, IDEA, corrective actions, SST, bullying/harassment, and Title IX. All of which will contribute to administrators making reasonable, consistent, evidence-based decisions that lead to equitable outcomes for all students.

b. Structure of the School Day and Year

Proposed School Calendar

The BASIS DC primary grades K -4 will follow the same school calendar as BASIS DC grades 5-12. Each year, BASIS DC proposes its school calendar, consistent with DC law and DCPCSB Policy. In prior years, this has meant a minimum of 180 instructional days, and at least six hours per day or the equivalent of 1080 instructional hours. The 2016–17 school calendar for BASIS DC is presented in the H.2. [Optional] Appendices - Additional Materials as an example.

BASIS DC Primary will be in session for approximately, but not less than 180 days in the 2017–18 school year. The school will typically follow the same holiday schedule as DCPS. The hours of operation will be approximately 7:30 a.m.–6:00 p.m. The school-day hours will be approximately 8:00 a.m.–3:30 p.m. We assure that students will meet the minimum number of instructional hours each year.

A sample weekly schedule for BASIS DC Primary would be as follows:

Sample Course Schedule: Kindergarten

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
60 min	Morning Meeting & Math	Morning Meeting & Math	Morning Meeting & Math	Morning Meeting & Math	Morning Meeting & Math
10 min	Morning Snack	Morning Snack	Morning Snack	Morning Snack	Morning Snack
15 min	Recess	Recess	Recess	Recess	Recess
30 min	Civics, History, and Science Foundation	Civics, History, and Science Foundation	Civics, History, and Science Foundation	Civics, History, and Science Foundation	Civics, History, and Science Foundation
50 min	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy
15 min	Recess	Recess	Recess	Recess	Recess
30 min	Lunch	Lunch	Lunch	Lunch	Lunch
15 min	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy
30 min	Movement Foundation	Movement Foundation	Movement Foundation	Movement Foundation	Movement Foundation
30 min	Engineering and Technology Foundation	Mandarin	Visual Arts Foundation	Mandarin	Engineering and Technology Foundation
30 min		Music Foundation	Mandarin	Performance Arts Foundation	
15 min	Recess	Recess	Recess	Recess	Recess
60 min	Kinder Enrichment	Kinder Enrichment	Kinder Enrichment	Kinder Enrichment	Kinder Enrichment
40 min	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy	Language & Literacy
5 min	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up

Example: exact courses and sequence are subject to change.

Sample Course Schedule: Grades 1–4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
85 min	Humanities	Humanities	Humanities	Humanities	Humanities
15 min	Recess	Recess	Recess	Recess	Recess
85 min	Math/Science	Math/Science	Math/Science	Math/Science	Math/Science
20 min	Lunch	Lunch	Lunch	Lunch	Lunch
15 min	Recess	Recess	Recess	Recess	Recess
20 min	READ	READ	READ	READ	READ
85 min	Engineering	Performing Arts	Visual Arts	Connections	Music
40 min	Physical Ed	Physical Ed	Physical Ed	Physical Ed	Physical Ed
15 min	Recess	Recess	Recess	Recess	Recess
40 min	Mandarin	Mandarin	Mandarin	Mandarin	Mandarin

Example: exact courses and sequence are subject to change.

BASISDC Primary will use a block scheduling system in which students take certain courses only on specific days of the week. In this manner, students are able to take more courses than would be possible in a traditional schedule, substantially improving pupil achievement.

Early Bird and Late Bird

For all students requiring care before school there is a free program, known as Early Bird, available to students. BASIS DC offers an after-care program from 4:00 p.m.–6:00 p.m. every day. Late Bird is a fee-based program. Students are supervised by Late Bird staff in a designated area of the school. The location may occasionally change due to other school programs. Between 4:00 and 5:00 p.m. is a silent study hall; between 5:00 and 6:00 p.m., the staff offers supervised activity time, while also reserving a quiet space for further study. BASIS DC Primary will also have these before- and after-care options available to families.

Teacher Planning Time

BASIS.ed teachers have a preparation hour allocated to provide them with the opportunity to plan and prepare for upcoming classes. A significant amount of course preparation takes place during the two-week Teacher Institute each summer that allows for lesson planning and general preparation time for the year.

Extracurricular Activities

BASIS DC Primary will make every attempt to offer clubs and extracurricular activities that align with the students' interests. Each existing BASIS.ed-managed school campus offers a wide array of opportunities to explore interests in the fine arts, sports, academic competitions, school leadership, and community service. Although these offerings differ slightly from campus to campus due to varying student interests, BASIS DC Primary will follow the existing model of providing students the chance to participate in extracurricular activities of their choosing.

The clubs and extracurricular activities offered at BASIS DC during the 2015–16 school year are provided below for reference.

- Art in the City
- Band
- Basketball
- Card Club
- Certamen
- Chess Club
- Comic Book Club
- Dodgeball
- Drama
- Everything on the Mall
- Fencing
- Flag Football
- Girls on the Run
- Gay-Straight Alliance
- National Honor Society
- National Junior Honor Society
- Poetry Club
- Random Acts of Kindness
- Rubik's Club
- Science Bowl
- Theatre
- Volleyball
- Yearbook

A sampling of Extracurricular Activities for K–4 that have been offered at other BASIS.ed-managed primary schools include:

- Chess Club
- Animal Adventure
- Science club
- Tumble and Stunt
- Math Club
- Bowling Club
- Art & Drama Club
- Music Club
- Basketball
- Yoga Club
- Swimming
- Volleyball
- Yearbook Club
- Soccer
- Dodgeball
- Kenpo Club
- Cartoon Club
- Lego Robotics
- Dance
- Mind Unwind

c. Family Involvement

Family Engagement and Existing School Support

Because students will come from all corners of the District to attend BASIS DC Primary, they will not naturally have the traditional support families might expect of a neighborhood school. Therefore, the parents and community are essential in helping BASIS DC Primary build that same sense of community. The BASIS DC philosophy on family engagement values parent support and involvement as a continuation of student learning outside of the classroom and this will be no different at the primary grade campuses. BASIS DC places a high value on ensuring that families can genuinely engage with their student's education and that means that information will be offered in a parent's native language if it is a language other than English. Language access is critical for a family's involvement with a school and BASIS DC primary will utilize the best practices guideline published by the Mayor's Office of Latino Affairs on how to create a welcoming environment as we engage in community outreach and as we open the doors to the new primary campuses. As is done at the existing BASIS DC 5-12 campus, the school registrar will be

trained in quickly accessing an interpreter for those needing such services. In addition, all BASIS.ed managed schools are currently updating their websites to ensure accessibility for persons with disabilities.

Prior to the child's enrollment, families are encouraged to participate in a minimum of two informational sessions. These sessions may include the specific expectations BASIS DC Primary has for students and families, as well as discussions with teachers and school leaders in order to learn helpful strategies for transitioning into the BASIS DC Primary program. In either case, the purpose will be to involve the families in a meaningful partnership with BASIS DC Primary and offer guidance to them on how to best support their child's education. After enrollment, parent-teacher meetings will continue to develop the relationship between the families and the school by allowing families the opportunity to speak directly to teachers about their children's progress. A parent orientation night, BASIS 101, will help new families acclimate and includes information on where to park, what goes on during the school day and in the school, tours, and more. For student's entering Kindergarten, the school will offer a "Kinder Round-Up" in April for incoming families. While the name was developed in Tucson, Arizona, and could change to align with a location tradition the Round-Up serves as an opportunity for families to view the classrooms and meet teachers.

After a child has enrolled in BASIS DC Primary, the school will be proactive in informing students and families about school business. School calendars, upcoming event calendars, teacher biographies, and examples of student achievements will be posted on the school website. These will offer families the chance to stay updated on what is happening in the school community and encourage involvement in their student's education, as well as involvement in the Parent Support Organization. BASIS.ed managed primary schools are encouraged to post regular important updates to the campus Facebook page, via email and through recorded phone calls. Heads of School have discretion about how to engage their families, but several have opted to implement a weekly electronic newsletter, keeping them up to date on activities, changes, and need-to-know information. The newsletter is typically sent out more frequently at the start of the school year to keep families informed. Teachers will often be asked to include a write up and send updates about what families can expect in the upcoming week as the school year begins. Additionally, awards ceremonies are held in honor of student achievements. For those parents that are interested in further involvement they may be co-leaders with teachers in the primary chess club or math league.

Families are encouraged to be partners in the education of their students. The BASIS.ed model may require more involvement from families and BASIS DC Primary will ask that its students share their assignments and things they learned throughout the day, at home. Students will be required to keep the Communication Journal (CJ) described previously, which will allow families to check that homework assignments are completed daily, weekly, and monthly. But more than this, the CJ offers a way for parents to directly communicate with teachers as well by writing notes to teachers in the journals. It does not substitute for formal parent/teacher meetings, of course, but is a nice way to regularly engage with what students are doing in class. Students will also receive formal Grade Reports at designated times throughout the year, offering families a formal assessment of their children's progress. At the end of each grading period, families will be invited to campus for award ceremonies to celebrate student achievement. Another great way that several other BASIS.ed managed primary schools have encouraged family participation is by hosting a "World Fair". Families are invited to set up booths and share food,

music, traditions and cultural aspects about their heritage or country of origin. As noted throughout this application, BASIS.ed managed charter schools typically reflect a great diversity in student population. Our schools have learned that involving families in sharing about cultural differences in positive and educational fora such as the “World Fair” is a great way to engage students in this important learning. This fair is also great way for families and students to connect with school staff, leadership, and other families.

Between formal assessments, the parent-teacher meetings and Open Houses will allow guardians to communicate directly with the teachers, and parent-director meetings will allow the families to speak directly to the administration. BASIS DC Primary will be committed to communicating clearly and effectively with families from the time of enrollment and will provide translators when needed. As an example of our early commitment to effective communication, a sign language interpreter was provided during an information session in spring 2016.

Parents, families, and community members do clearly offer social and behavioral support to students, faculty and staff in BASIS.ed-managed schools. The best example of this is the BASIS Boosters. Every BASIS.ed-managed school has a Boosters Club, which provides support for the school in a variety of ways, and meets regularly with the Head of School. Parents from the Boosters help organize transportation to and from the school and supervise crosswalks; they organize and supervise school dances, field days, ice cream socials, and other events; they supply and run the school store; they volunteer at events; they conduct fundraisers for the Annual Teacher Fund; they help present the Annual BASIS DC Gala, and many other things. BASIS Boosters are a great way for families to get involved with each other and to feel a part of the community from day one.

Throughout the school year, family engagement continues across the BASIS.ed network of schools. Here are some additional examples of family events that BASIS DC Primary host to further engage the community with the school:

- Grand Opening Event or Back-to-School Open House
- Parent Social; typical events include, face painting, a student band and/or orchestra, dunk the teacher, etc.
- Charity events
- Spirit Weeks
- Meet-the-Teacher Night
- Fine Arts Festival
- Teacher vs. Student sporting events
- Movie Night at the school
- Red Cross blood drive
- All-school family picnic
- Science Fair
- History Bee and Spelling Bee
- End-of-Year Academic Award Ceremony
- Bands for BASIS
- Engineering Expo
- Glow Run
- Parking Lot Party

d. Community Participation

BASIS DC has placed a strong value on building a strong community presence and creation of strong community ties. While BASIS DC is located in a less family-residential location, it has established close relationships with the ANC 2C Commission by regularly attending their meetings. BASIS DC has also engaged Council Members, OSSE, the State Board of Education, and Penn Market Square businesses,

along with current and prospective BASIS DC families. BASIS DC also hosts monthly coffee chats with the Head of School throughout all eight wards of Washington, D.C. BASIS DC teachers and staff attend local community events and activities such as the National Press Club 5K, the Annual DC African Festival and Penn Square Association meetings, and also hosts a number of internal events geared at meeting the needs of BASIS DC families. BASIS DC continually seeks out opportunities to participate in and contribute to the Washington, D.C. community as a whole. BASIS DC Primary will benefit from these efforts and continue in the same vein.

BASIS DC is committed to communicating transparently and respectfully with the community. As such, if this charter amendment is approved, and once a facility is identified, BASIS DC will actively engage the community beyond the steps it has already taken. Staff will hold a series of open meetings for families and community members. In addition, BASIS DC Primary will sponsor community outreach events so families and other community members stay informed of the vision for this school. This work will include intensive marketing and advocacy in the community where the new BASIS DC Primary will be located, and this community engagement and cultivation will lay the groundwork for student recruitment at BASIS DC Primary. BASIS DC Primary is open to future partnerships with local organizations and businesses. We address challenges in section C.1.c. Planning Year



Section C.

Management Plan

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C. Management Plan

1. Founding and Leadership

a. Profile of BASIS DC Primary School Development Team

The BASIS DC Primary School Development Team represents a well-balanced team whose combined experiences across different facets of education has guided and will continue to guide the development of BASIS DC.

The full BDC Board of Trustees will provide continued support to the existing BASIS DC campus and support the new BASIS DC Primary campus³⁵:

Craig R. Barrett, PhD – President and Chairman, Board of Trustees, BDC, A Public Charter School, Inc.

Dr. Craig R. Barrett was born in San Francisco, California and received his Bachelor of Science, Master of Science, and PhD in Materials Science from Stanford University, serving on the faculty of Stanford after graduation. Dr. Barrett was a Fulbright Fellow at Danish Technical University in Denmark and a NATO Postdoctoral Fellow at the National Physical Laboratory in England. In 1974, Dr. Barrett joined Intel Corporation. He was elected to Intel Corporation's Board of Directors in 1992, became Intel's fourth president in 1997, Chief Executive Officer in 1998, and Chairman of the Board in 2005, a post held until he retired in May 2009.

Dr. Barrett is a leading advocate for improving education in the U.S. and the world, and is a vocal spokesman for the value technology can provide in raising social and economic standards globally. He chairs BASIS Schools, Inc., *Change The Equation*, STAND for Children Arizona, Dossia, Smithsonian Gem and Mineral Collectors, and the National Forest Foundation; co-chairs the Skolkovo Foundation Council and the Lawrence Berkeley National Laboratory Advisory Board; vice chairs Science Foundation Arizona; serves on the Boards of Achieve, K12, Society for Science and the Public, Carnegie Institution for Science, the Arizona Commerce Authority, Tallwave, Impele, and Geothermic Solution. Dr. Barrett has also served as Chairman of the National Academy of Engineering and the United Nations Global Alliance for Information and Communication Technologies and Development. He co-chaired the Business Coalition for Student Achievement and the National Innovation Initiative Leadership Council, and served as a member of the Board of Trustees for the U.S. Council for International Business and the Clinton Global Initiative Education Advisory Board. Dr. Barrett serves on numerous other boards, and policy and government panels and committees.

David Hedgepeth – Board Member, Treasurer

Mr. Hedgepeth brings to the Board of Directors, in addition to a parent's perspective, legal expertise, practical political experience, and familiarity with the legal issues faced by teachers. A graduate of Colgate University and Catholic University of America, Columbus School of Law, he has worked as a Litigation Support Specialist managing paralegal, administrative, and technical teams on cases such as discrimination against African American and Latino farmers, and protecting third-party payers such as

³⁵ Additional Board of Trustees biographies are available in the appendix.

CareFirst BlueCross BlueShield from unfair business practices by Pharmacy Benefit Managers. Additionally, during his time at CUA, Hedgepeth pursued his interest in education and labor law by serving as a law clerk for the American Federation of Teachers (AFT) and a student lawyer at CUA's Families and the Law Clinic. Mr. Hedgepeth is the father of two school-age twin daughters and is a resident of Washington, D.C.

In addition, the following personnel will provide ongoing operational support for the BASIS DC Primary Campus:

Peter Bezanson – CEO, BASIS.ed

Dr. Bezanson has vast experience in the academic sphere and has experience as Chief Growth Officer for Great Hearts America and President/Superintendent of Great Hearts Texas. Before that, he spent seven years as the Chief Academic Officer for Great Hearts Arizona. Dr. Bezanson's initial professional academic experience was in the classroom, where he taught numerous classes, including courses in calculus, physics, and philosophy at Great Hearts. He was also a highly decorated women's volleyball and women's soccer coach. In addition, Dr. Bezanson has participated in business and strategic planning for the Arizona Charter Schools Association. For two terms he acted as a director on the Arizona State Board for Charter Schools, the primary charter authorizer in Arizona. Dr. Bezanson received his B.A. in Mathematics and Philosophy from St. John's College, and his M.A. and Ph.D. in Philosophy from the University of Iowa. Dr. Bezanson lives in Phoenix with his wife and three children. Dr. Bezanson has been directing the facilities search for BASIS DC Primary to ensure an appropriate space for our proposed expansion.

Ashley Brown – Vice President of Charter School Management, BASIS.ed Central Office

Mrs. Brown earned a Bachelor of Arts from Central Michigan University and a Master of Arts in Economics from the University of Delaware. She began working as a School Director and Upper School Teacher at BASIS Peoria in January of 2011 and served as Head of School from 2012-2014. After her experience as a school leader Mrs. Brown transitioned to managing, mentoring, and providing central support to the team of school leadership professionals as Associate Vice President, Charter Schools Management. Now, as Vice President of Charter Schools Management, her experience in school start-up processes, establishing positive rapport with communities, overseeing student recruitment and enrollment, and driving academic standards in new and existing schools make her an excellent resource for BASIS DC Primary.

Tim Eyerman – Head of School, BASIS DC, BDC Employee

Mr. Eyerman has been Head of School for BASIS DC since July of 2015. Prior to that he worked as the Founding Principal for BASIS Phoenix Central and served as Upper School Director/College Counselor. He has eight years of teaching experience though BASIS Phoenix, Teach for America, Phoenix Collegiate Academy, and Isaac Middle School (in Phoenix). Additionally he served on the Arizona State Board for Charter Schools in 2011-2014. Mr. Eyerman's experiences within the classroom, working for BASIS DC, and with the families in the District make him an excellent consultant for the new BASIS DC Primary and the needs of incoming students.

Kate Gottfredson, Director of Research and Exceptional Student Services, BASIS.ed Central Office

In her present capacity with BASIS.ed, Kate advises all BASIS charter schools and management organization leadership on special education and civil rights compliance and best practice. She has been continuously involved with legislation impacting the charter sector in DC throughout her time with BASIS.ed. While she has served many roles over her tenure with BASIS.ed, including government affairs and supporting new charter development, Kate developed an intense interest in special education and civil rights after supporting the BASIS DC school through the first year of operation. Her background in special education compliance dates to her time with Mayor Fenty's administration in DC when she oversaw the education cluster as the Program Manager in the City Administrator's Office. In addition to leading budget development, she was a member of the teams dedicated to exiting the District from several special education class action lawsuits involving court monitors. Kate later worked under Chancellor Rhee at DC Public Schools as the Deputy Chief of Staff, supporting a number of interagency initiatives and government affairs. While with DC government, Kate spend significant time participating in community meetings and Council hearings receiving feedback and learning important lessons through initiatives such as school closures, charter facilities funding, and the Master Facilities Plan. Her interest in the charter sector peaked while developing the Policy Agenda for Michelle Rhee's next venture, StudentsFirst which strongly promoted choice in education. With BASIS.ed, Kate has returned to living in her hometown of Tucson, Arizona, but her passion for the growth of excellent public education for all DC kids continues to drive her ongoing dedication to support the successful opening the BASIS DC K-4 program.

Rashida Jordan – Special Education Coordinator, BASIS DC, BDC Employee

Rashida Jordan has played a role in the development of the BASIS DC primary application process through her work as a Learning Specialist and Exceptional Education Coordinator. Rashida has attended parent meetings and local community events and has been an integral part of the development of the BASIS DC special education program in the past three years. She will continue to provide guidance and leadership through the development of the special education program for BASIS DC primary.

Prior to her work at BASIS.ed in Washington DC, Rashida worked with in the District of Columbia Public School System. While obtaining my Masters in Special Education and Human Development, Rashida began working with the District of Columbia Public School System providing services to students with learning disabilities, emotional disabilities, and crisis management in a Level IV program based in District of Columbia Public Schools. Rashida began her career in education teaching middle school Mathematics and Science in the Prince George's County in the Maryland public school system.

Linda Louis – Director of Special Curriculum Projects, BASIS.ed Central Office

Ms. Louis is from Barrington, Illinois. She earned her Bachelor's degree from Michigan State University and her Master's from Loyola University Chicago. Ms. Louis taught high school English to at-risk youth in the Chicago where she founded the school's first cheer program. She also worked as a professional development trainer, taught rhetoric and composition and served as an advisor for incoming freshmen at the University of Arizona. Ms. Louis first served as Assistant Head of Operations for BASIS DC and then transitioned to Curriculum Systems Director, before being designated as Director of Curriculum Development. Ms. Louis will serve as the curriculum expert for BASIS DC Primary and acted as an author on the BASIS DC Primary Amendment.

Michelle Mason – Associate Vice President of Academics, BASIS.ed Central Office

Michelle Mason is an Associate Vice President with BASISed. She joined BASIS Oro Valley in 2010 in order to establish its Latin program. She subsequently served as the Lower School Director in 2012 and served as the Head of School from 2013-2016. During her tenure, BASIS Oro Valley received numerous national accolades, including being ranked #1 America's Most Challenging High Schools by the *Washington Post*. In 2014, Ms. Mason led the opening of BASIS Oro Valley Primary, adding grades Kindergarten to 4th grade to BASIS Oro Valley and establishing the first K-12 school in the BASIS network. She directed the implementation of the BASIS curriculum and model at the K-4 grade level. Her areas of focus included the refinement of the two-teacher collaboration model and the creation of intervention and support programs for the primary students.

Ms. Mason holds a B.A. in Anthropology and a M.A. in Classics from the University of Arizona. She graduated Summa Cum Laude and is a member of Phi Beta Kappa. She has traveled to Italy numerous times as a graduate student in archaeology and as a lecturer at the University of Arizona's Study Abroad Program in Orvieto, Italy. She received a Fulbright Scholarship to the American Academy in Rome's Classical Summer School during the summer of 2010. Ms. Mason is also a BASIS parent whose daughter will be entering 9th grade this year.

Carolyn McGarvey – Chief Schools Operator, BASIS.ed Central Office

Ms. McGarvey began working with the original BASIS school in Tucson when looking for an internationally competitive middle school program for her own children. She has worked for BASIS Schools for more than 15 years. In her current role she oversees the Associate Vice Presidents and in turn is accountable for all of the 21 Heads of Schools for the BASIS Charter Schools throughout the nation for BASIS.ed. Her responsibilities include overseeing the operations and educational programming for all BASIS Schools. In this capacity, she mentors and advise her team of school leaders as well as routinely visiting each school to ensure compliance and adherence to BASIS policies as well as State and local regulations. Since the inception of BASIS DC in 2012 Ms. McGarvey has been heavily involved in providing guidance on day to day operations and management of the school. She is excited to play an identical role for BASIS DC Primary. Ms. McGarvey has a BSN from Victoria Infirmary, Glasgow, Scotland, an RM (midwifery) from Simpson Memorial Hospital in Edinburgh, Scotland, and a Master's of Education in Supervision and Leadership from Arizona State University.

Alice Randall – Director of External Affairs, BDC School Based Employee of BASIS.ed

Ms. Randall serves as Director External Affairs for BASIS DC. Prior to joining BASIS DC Ms. Randall served as School Operations Director for Meridian School and worked as a Consultant for area non-profits in Washington, DC. She earned her BS in Secondary Education and Business Management from Virginia State University and her MA in Management from George Washington University. Ms. Randall is a former certified teacher in the Richmond, VA school system and served as a tutor with DCPS through Title One programming. She is a native Washingtonian and engaged in civic and community activities through her church and sorority membership in Delta Sigma Theta. As the new BASIS DC Primary school opens Ms. Randall will provide continued support for the new campus, hosting information sessions, attending ANC meetings across several wards to get community input on the new school, and will be available to families as they gear up for and then get acclimated with the new BASIS DC Primary school.

Deanna Rowe – Executive Director of BDC and BASIS Schools, Inc. (BSI) Employee

Mrs. Rowe resides in Phoenix, Arizona. She completed a Bachelor's degree in Business: Emphasis in Personnel Management from Arizona State University and a Master of Arts in Education: Emphasis in Curriculum and Instruction from Chapman University. In her previous roles she has served as Executive Director and Director of Academic Affairs on the Arizona State Board of Charter Schools. More recently Mrs. Rowe assisted the TeamCFA Foundation in the development of network non-profit school boards in Arizona and Indiana. As BASIS DC Primary prepares to open Mrs. Rowe will work with BASIS.ed staff on behalf of the BDC Board. She will continue to serve the best interest of BASIS DC and BASIS DC Primary in the future.

Julia Toews – Vice President of Academics, BASIS.ed Central Office

Julia Toews is the Vice President of Academics, and in that role she oversees the continuing development and management of the BASIS.ed curriculum for PreK-grade 12. Julia has worked closely with Linda in ensuring that the description of the curriculum in this document is authentic and aligned to the BASIS.ed vision. As someone who has been with BASIS.ed for over 12 years, serving in the capacity of teacher, college counselor, School Director, Head of School, and now VP of Academics, Julia brings a deep knowledge of the BASIS.ed curriculum and history to the development of new BASIS.ed managed schools. Prior to joining BASIS.ed, Julia taught in another public charter school, a private boarding school, and at Johns Hopkins University, from which she received her Master's in English. She is also the proud parent of a BASIS 8th grader.

David Tyler – Vice President of Finance, BASIS.ed Central Office

Mr. Tyler is from Geneva, Switzerland. He earned a Bachelor of Science and Finance from Pennsylvania State University and a Master of Business Administration from Arizona State University. David and his team at BASIS.ed Central Office will provide financial support for the new BASIS DC Primary school including ensuring the new BASIS DC Primary school(s) operate within budget and will assist with annual planning for future school years.

Heather Vita – Head of Operations, BASIS DC, BDC Employee

Ms. Vita holds a B.S. in Communication from Arizona State University and is a current M.A. Candidate, Human Resources Management with Colorado State University Global. Her career with BASIS Scottsdale began in 2010 as the Head of Operations Assistant, in 2013 she transitioned to Head of School Assistant with BASIS Ahwatukee, and then served as Director of Academic Programs. In July of 2015 she joined BASIS DC as the Head of Operations. In her current role she has learned what will work well regarding all facets of school operations including the National School Lunch Program and compliance. As a resource to BASIS DC Primary she will be able to provide her operational perspective and institutional knowledge.

b. School Leadership

Individual BASIS.ed-managed schools operate within a hierarchy that places the **Head of School** and **Head of Operations** in a joint-leadership structure with split responsibilities. The reporting chain for every employee at a school site leads to one of these two individuals. BASIS DC Primary (K–4) intends to employ the following non-instructional staff members:

Head of School

Reports to: Vice President of Charters

Position Summary: The role of the Head of School is primarily responsible for all activities involving students and faculty at the school site. Hire, train, mentor, and develop the faculty. Accountable for building strong relations with the community in order to facilitate the fundraising necessary for teacher incentive and booster participation. Partner with the Head of Operations to make key personnel and financial decisions for the school. Directly supervise a team of Directors, Coordinators, and all instructional positions. Ultimately responsible for the implementation of BASIS.ed curriculum and the academic success of all students.

Position Qualifications

Competency Statement(s)

- *Organized* – Ability to develop and maintain order while documenting, filing and managing tasks. Ability to establish and manage multiple priorities; ability to work under pressure.
- *Detail Oriented* – Ability to pay exceptional attention to the minute details and accuracy of a project or task.
- *Conflict Resolution* – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- *Communication* – Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- *Accountable* – Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- *Judgment* – The ability to formulate a sound decision using the available information. Ability to effectively analyze data to improve student achievement.

Skills & Abilities

Education: Bachelor's Degree from a regionally accredited college or university; Master's Degree preferred

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance.

Experience: 4+ years in a role with relatable job duties, ideally at a similar sized school

Computer Skills: Microsoft Office, Share Point

Head of Operations

Reports to: Vice President of Charters

Position Summary: The role of the Head of Operations is primarily responsible for the finance and facilities functions for the school site. Responsible for vendor selection and management, purchasing and accounting, and facilities and technology management. Serve as the onsite human resources contact, implementing programs designed by the Central Office. Partner with the Head of School to ensure that academics meet BASIS standards. Directly supervise a small operations staff.

Position Qualifications

Competency Statement(s)

- Organized – Ability to develop and maintain order while documenting, filing and managing tasks. Ability to establish and manage multiple priorities; ability to work under pressure.

- *Detail Oriented* – Ability to pay exceptional attention to the minute details and accuracy of a project or task.
- *Conflict Resolution* – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- *Communication* – Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- *Accountable* – Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- *Judgment* – The ability to formulate a sound decision using the available information. Ability to think analytically and strategically.

Skills & Abilities

Education: MBA or Bachelor's Degree from a regionally accredited college or university in Business Administration or similar degree.

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance.

Experience: Financial experience, facilities management experience, and experience with HR related functions preferred.

Computer Skills: Microsoft Office, Share Point

Director of Academic Programs

Reports to: Head of School

Position Summary: The role of the Director of Academic Programs is primarily to organize and run all school-related events and programs to support a culture of academic excellence and ensure the success of students. Designs and manages afterschool programs and other afterschool events. Supervise student registration and curriculum. Create and maintain teacher schedules and school calendar.

Position Qualifications

Competency Statement(s)

- *Organized* – Ability to develop and maintain order while documenting, filing and coordinating tasks
- *Cooperative* – Seek out and engage in group participation to complete or improve work. Work effectively with others in a positive and productive manner
- *Detail Oriented* – Ability to pay attention to the minute details of a project or task
- *Communication* – Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise
- *Accountable* – Ability to take responsibility for own work, establish trust, and be receptive to feedback

Skills & Abilities

Education: Bachelor's Degree from a regionally accredited college or university or equivalent combination of education and work experience.

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance.

Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school

Computer Skills: Microsoft Office, Share Point

Director of Student Affairs

Reports to: Head of School

Position Summary: The role of the Director of Student Affairs is primarily to establish student support programs that lead to exceptional outcomes. Establish and coordinate behavior intervention programs. Review and approve academic plans for advancement of students. Take a data driven approach to assessing the needs of students and allocating resources appropriately to achieve educational excellence.

Position Qualifications

Competency Statement(s)

- *Cooperative* – Seek out and engage in group participation to complete or improve work. Work effectively with others in a positive and productive manner
- *Relatable* – Build genuine relationships. Be respectful and inclusive in decision making; work well with others regardless of level, background or opinions; maintain positive and professional relationships
- *Conflict Resolution* – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints
- *Communication* – Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise
- *Accountable* – Ability to take responsibility for own work, establish trust, and be receptive to feedback
- *Judgment* – The ability to formulate a sound decision using the available information

Skills & Abilities

Education: Bachelor's Degree from a regionally accredited college or university or equivalent combination of education and work experience

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance.

Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school

Computer Skills: Microsoft Office, Share Point

Dean of Students

Reports to: Director of Student Affairs

Position Summary: The Dean of Students helps lead the efforts to build and maintain a strong, positive and achievement-oriented school culture. Manage the behavior programs for the school and models how to establish strong, mutually respectful relationships with students and families.

Position Qualifications

Competency Statement(s)

- Organized – Ability to develop and maintain order while completing tasks in a fast-paced environment.
- Ability to manage multiple priorities and work well under pressure.
- Detail Oriented – Ability to pay exceptional attention to the minute details and accuracy of a project or task.

- *Conflict Resolution* – Find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- *Communication* – Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise. Possess excellent relationship building skills.
- *Accountable* – Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- *Judgment* – The ability to formulate a sound decision using the available information. Ability to effectively analyze data to improve student achievement.

Skills & Abilities

Education: Bachelor’s Degree from a regionally accredited college or university; Master’s Degree preferred.

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance.

Experience: 3–5 years’ experience in a school setting preferred.

Computer Skills: Microsoft Office

c. Planning Year

The Planning Year includes three phases: evaluation, engagement, and implementation.

Activity	Responsible Party	Timeline
Evaluation		
Demographic and Competitive Research	BASIS.ed New School Development Team	January 2014–October 2014
Create Initial Budget Projections	BASIS.ed Staff New School Development Team	January 2014–October 2014
Transition to Board of Trustees	N/A	N/A
Board Approval to Request DC expansion	BDC Board of Trustees	October 2014
Research Charter Amendment Process	BASIS.ed Staff New School Development Team	January 2014–December 2015
Research K–4 Curricular and Operational Requirements	BASIS.ed Academics Department	January 2014–January 2016
Research Facility Options & Requirements	BASIS.ed Staff New School Development Team and Operations Team	June 2014–September 2016
Engagement		
Information Sessions (and interest list development) for local families	BASIS.ed Marketing Team and BASIS DC Director, External Affairs, Head of School	January 2016–December 2016
Finalize K–4 Curriculum	BASIS.ed Academics Department	July 2015
Prepare and Submit Charter Amendment	BASIS DC Primary Development Team	January 2016–September 2016

Activity	Responsible Party	Timeline
Capacity Interviews at DC PCSB	Select members of BASIS DC Primary Development Team+ DC PCSB	September 2016
Charter Application Town hall at DC PCSB (tentative)	BASIS DC Primary Development Team+ DC PCSB	October 2016
Public Hearing for Charter Application	BASIS DC Primary Development Team+ DC PCSB	October 2016
Charter Amendment Approval Notify BASIS DC families of approval status	DC PCSB BASIS DC Staff	November 2016
Finalize Site Selection and Sign Purchase or Lease Contract	BASIS.ed New School Development Team	October 2016–December 2016
Create BASIS DC Primary website	BASIS.ed New School Development Team	October 2016
Implementation		
Begin identification/recruitment of School Leadership	BASIS.ed School Management Team	September 2016
Select General Contractor and Architect for Facility Construction/Renovation	BASIS.ed Staff New School Development Team and Operations Team	September 2016–December 2016
Conduct city-wide recruitment and outreach efforts: attend ANC and other community meetings, and announce the news about BASIS DC Primary on MySchool DC, in LISTSERV emails, at local libraries and community events, and with advertisements in community publications.	BASIS DC Director, External Affairs BASIS.ed Marketing Team	September 2016– September 2017
Close on Real Estate and Other Project Financing	BASIS.ed New School Development Team	December 2016–January 2017
Hire Teaching and Non-Teaching Staff	Human Resources	October 2016–April 2017
Hire New School Leadership	BASIS.ed School Management Team	Winter 2017
Participate in MySchool DC Open Enrollment and hold Open House events	BASIS.ed Enrollment BASIS DC Staff	December 2016
Implement marketing plan including paid advertisements	BASIS.ed Marketing Team	October 2016–December 2016
Create New School Calendar and Schedules	BASIS.ed School Management Team	December 2016–February 2017
Waitlist Maintenance	BASIS.ed Staff	January 2017–August 2017
Facility Construction / Renovation	BASIS.ed New School Development and Operations Teams	January 2017–July 2017

Activity	Responsible Party	Timeline
Implement BASIS.ed Disciplinary, Attendance, Promotion, and Grading Policies For K–4	BASIS.ed School Management Team	January 2017–March 2017
Deadline for BASIS DC Primary families for the MySchool DC Lottery Application	BASIS DC Primary Staff and families	March 2017
Select Food Service Vendor and Post Request online for Proposal for Janitorial Service	BASIS.ed Operations Team	February 2017–April 2017
Receive MySchool DC Lottery Results	BASIS DC Primary, BASIS.ed Staff	April 2017
Purchase Textbooks, Assessments, and Other Curriculum Materials	BASIS.ed Operations Team	April 2017–June 2017
Completion of: Timelines of mandatory topics and outlines of lesson units and activities.	BASIS.ed Academics Team, Subject Advisors and BASIS DC Primary Teachers	August 2017
Construction Wrap-Up	BASIS.ed New School Development and Operations Teams	July 2017
Staff Training	BASIS.ed Staff	July 2017
Teacher Training	All BASIS DC Primary Staff and BASIS.ed Staff	July–August 2017
School start	All BASIS DC Primary Staff and BASIS.ed Staff	August 2017

Challenges

BASIS.ed and the BASIS DC Primary Founding Group recognize that, as with all new school ventures, challenges will arise. We anticipate that the largest challenges will include: finding the best and most highly-qualified candidates to fulfill the significant number of new, open positions; and securing affordable facilities in the D.C. area for our new sites. We have formulated detailed plans to overcome these challenges (see the Teacher Quality and the Facilities sections for more details), but know that we remain cognizant of the difficulties that lay before us. While we have a foundation in serving grades K-4, we know that we will experience learning opportunities as we serve K-4 students in a socioeconomically diverse, urban setting for the first time. We strongly believe, however, that our dedication, our exhaustive preparation, and the strengths of both our management company and BASIS.ed-managed school culture will provide an excellent foundation on which to base our primary program in the District.

2. Staffing Plan

Staffing Levels

We staff our new locations based on prior school staffing experiences and offer competitive salaries to allow for a successful recruitment and retention process. We will have members of support staff and have found that one person in each support role, such as the Dean of Students, Registrar, and Health Coordinator is sufficient to support up to 800 students. All school-based staff are hired by BASIS.ed as at-will employees. These employees are then leased to BDC at cost.

Student support within the classroom is of the utmost importance and our plan for kindergarten is 28 students per classroom. The classroom will be staffed by one Lead Teacher and one Teaching Fellow. In grades 1–4, the maximum ratio is 32 students to two teachers (the two teachers being LET and SET described previously). Grades 1–4 will also be served by one Teaching Fellow per grade. In order to accommodate enrollment growth, we will hire additional teachers annually to maintain these ratios.

Title	Number of Total Staff Needed – Year 1 (2017–18)	Number of Total Staff Needed – Year 2 (2018–19)	Number of Total Staff Needed – Year 3 (2019–20)
Head of School	1	1	1
Head of Operations	1	1	1
Director of Student Affairs	0	1	1
Director of Academic Programs	1	1	1
Dean of Students	1	1	1
Registrar	1	1	1
Curriculum Coordinator	0	1	1
Auxiliary Programs Coordinator	0	0	1
ELL Specialist	1	1	1
Special Education Coordinator	1	1	1

Title	Number of Total Staff Needed – Year 1 (2017–18)	Number of Total Staff Needed – Year 2 (2018–19)	Number of Total Staff Needed – Year 3 (2019–20)
Learning Specialist ³⁶	1 ³⁷	1	2
Teachers	19	21	23
Teaching Fellows	7	7	7
Health Coordinator	1	1	1
Technology Coordinator	0	.20	.20
Facilities Coordinator	0	.50	.50
Front Office Assistants	0	0	1
Monitor (part-time)	0	0	1
Total	35	39.7	45.7

Number of lead teachers needed per BASIS DC Primary Campus, by year:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	3	3	3	3	3
1	4	6	6	6	6
2	4	4	6	6	6
3	4	4	4	6	6
4	4	4	4	4	6
Total	19	21	23	25	27

Job Descriptions

The reporting chain for every employee at a school site leads to either the Head of Operations or Head of School. BASIS DC Primary intends to employ the following non-instructional staff members in each of its first three years:

Academic Staff:

Subject Expert Teacher

Reports to: Head of School

Position Summary: The role of the Subject Expert Teacher is to ensure the education of students by preparing and facilitating subject specific lesson plans. Implements established BASIS.ed curriculum while tailoring specific topics to integrate their knowledge and passion for the subject. Manages individual student success and discipline. Supports non-instructional school functions such as clubs, sports, and lunch duties.

Learning Expert Teacher

Reports to: Head of School

³⁶ A certified special education teacher.

³⁷ This staffing number is based on our projected special education percentage (7). The school will closely monitor the staffing needs of the special education students and adjust staffing as needed.

Position Summary: The role of the Learning Expert Teacher is to tailor class curriculum to best match the unique learning styles of individual students. Manage the personal progress of each student and provide communication to parents and applicable school staff. Collaborate with Subject Expert Teachers while lesson planning to integrate lesson plans. Acclimated students to a culture of rigor and academic excellence.

Teaching Fellow

Reports to: Director of Student Affairs

Position Summary: The Teaching Fellow's role is to assist the teaching staff while learning the BASIS model. Teaching Fellows have the opportunity to learn all aspects of the school preparing them for a classroom role or administration in the future. Teaching Fellows help in the efforts to build and maintain a strong, positive and achievement oriented school culture. This position is a visible presence in all areas of the school and can assist with any issues relating to the well-being of the students during their time at the school.

Curriculum Coordinator

Reports to: Director of Academic Programs

Position Summary: The role of the Curriculum Coordinator is to provide support services to the school's faculty and staff in order to meet the mission of BASIS.ed-managed schools. Primarily responsible for managing all systems related to student schedules, teacher substitutes and assessment administration. Ensure the implementation of BASIS.ed curriculum. Schedule and oversee all standardized testing and provides training on new development to the systems.

Qualified Professionals: Exceptional Student Services Team:

Special Education (SPED) Coordinator

Reports to: Head of School

Position Summary: The role of the Special Education Coordinator (SPED Coordinator) is primarily to oversee all aspects of the Special Education program at a school site. Ensures that school Special Education practices are aligned with all pertinent regulations and laws. Identifies the need for, plans and executes all standardized and child specific testing for special education students. Maintains communication channels with parents, peers and supervisors regarding all Special Education items.

ELL Specialist³⁸

Reports to: Special Education Coordinator

Position Summary: The role of the English Language Learners Specialist is primarily to oversee the delivery, instruction and identification of English Language Learners. Provide early intervention support in classrooms. Advocates for the academic and social needs of English Language Learners and ensures they are best positioned for success. Communicate and coordinate with parents as applicable.

Learning Specialist

Reports to: Special Education Coordinator

³⁸ We have budgeted for this as a full time role. The needs of the student population will dictate the number of hours needed to work as an ELL Specialist. This role will serve ELL students as first priority and may serve additional functions within the school if full time hours are not required.

Position Summary: The role of the Learning Specialist is primarily to participate in the planning and implementation of student programs including special education instruction and consultation to general education staff, participation in, and preparation for MDT/IEP/504/SST. Will be required to provide quality services to students with disabilities.

Mission-specific Staff:

Registrar

Reports to: Head of School

Position Summary: The Registrar provides support services to the school's faculty and staff in order to meet the mission of BASIS schools. This position is responsible for managing all systems related to student enrollment and records. Additionally, oversees student registration and re-enrollment, through MySchoolDC, updates physical student files, and maintains student attendance records.

Auxiliary Program Coordinator

Reports to: Director of Academic Programs

Position Summary: The role of the Auxiliary Programs Coordinator is to provide support services to the school's faculty and staff in order to meet the mission of BASIS Schools. Responsible for processing school fees and coordinating the after school program. Manages most non-instructional school activities including early bird, late bird, lunch, clubs and sports.

Facilities Coordinator

Reports to: Head of Operations

Position Summary: The role of Facilities Coordinator is primarily responsible for school maintenance, building security, vendor coordination, inventory, and event preparation.

Health Coordinator

Reports to: Head of Operations

Position Summary: The role of the Health Coordinator is primarily responsible for overseeing and providing services related to maintaining the health and wellness of students. The Health Coordinator will monitor student health needs and provide appropriate health interventions and services. Additionally, responsible for immunization documentation and state reporting.

Technology Coordinator

Reports to: Head of Operations

Position Summary: The role of the IT Coordinator is to provide help desk operations and to ensure that end users are receiving the appropriate assistance for all technology needs to include all help desk requests and resolutions. Possesses an entry level knowledge of systems administration, customer service and strong desktop support experience and expertise.

Non-academic Staff:*Front Office Assistant*

Reports to: Head of Operations

Position Summary: The role of the Front Office Assistant is to provide support services to the faculty and staff, as well as welcome visitors and fulfilling to their requests. Performs office and clerical tasks such as data collection, office communication, and student enrollment. Monitors, records and reports all late arrivals and early departures.

Monitor

Reports to: Director of Student Affairs

Position Summary: The role of the monitor is primarily responsible for student supervision in parking lot; Early Bird; Late Bird; Lunches. The monitor is to monitor student activities when classes are not in session and performs clerical tasks as needed in the front office.

Supplemental BASIS.ed Network Roles:*Subject Advisor*

Reports to: Head of School

Position Summary: The role of the Subject Advisor is to enable the success of all teachers across their network in their designate discipline (this is in addition to their normal teacher responsibilities). Train, mentor and collaborate with peers to develop a community of instructional excellence. Facilitate the sharing of established best practices as well as new ideas that may enrich curriculum, lesson planning or instruction. Develop tools, resources and templates to be implemented by peers. For their services in this role, School Advisor Mentors receive a stipend paid by BASIS.ed.

School Advisor Mentor

Reports to: Associate Vice President, Schools Management Division.

Position Summary: The role of the School Advisor Mentor is to enable the success of support and instructional staff members throughout the network. There is generally one School Advisor Mentor per staff role (e.g., Registrar S.A.M., Curriculum Coordinator S.A.M., and one for Special Education for primary grades [K-4] and one for middle and upper grades [5-12]). This person facilitates the sharing of established best practices as well as new ideas that may improve staff effectiveness, and develops tools and resources to be implemented by peers. For their services in this role, School Advisor Mentors receive a stipend paid by BASIS.ed.

b. Teacher Quality

Teacher Recruitment

BASIS.ed will strengthen its existing pipeline of quality teachers and leaders to staff BASIS DC Primary and will successfully compete with other primary schools in the recruitment of teachers. Additionally, BASIS.ed is strengthening its leadership-development processes and will continue to develop school leadership internally, promoting from within when possible. Continuity and longevity of school faculty, staff, and leadership is crucial.

Over the past five years, BASIS.ed has successfully staffed more than 20 new campuses—both domestically and internationally—while maintaining the teacher quality that has led to continued student success. To assist its recruitment efforts, BASIS.ed maintains a professional career site, continues to build strong connections with university career centers and alumni networks, utilizes online education sites and social media platforms such as LinkedIn, Facebook, and Twitter, actively recruits via Indeed and a variety of other job boards, and seeks out and rewards employee referrals. We have made strong connections at Georgetown, American University, and a variety of other D.C.-area institutions of higher learning and we participate in a variety of job/career fairs across the United States to bolster recruitment.

Selection Criteria

BASIS.ed has a thorough and engaging teacher hiring process. Each K–4 classroom at a BASIS.ed-managed school employs a co-teaching model, which many teacher candidates find extremely attractive. This model addresses many of the frustrations or challenges that primary school teachers experience that causes teachers to make an early exit from the teaching profession. In alignment with this model and with our vision of excellence, we, therefore, seek teachers who are experts in their subjects; who are passionate about teaching; and who are pedagogy experts steeped in knowledge of developmentally-appropriate education. Specifically, applicants with the following characteristics are given priority:

1. Understand, Live, and Build BASIS.ed Culture
2. Communication
3. Accountability
4. Passion for Subject
5. Deep Pedagogical Expertise
6. Passion for Teaching
7. Cooperation & Collaboration
8. Creativity
9. Organization
10. Flexibility and Adaptability
11. Resilience and Perseverance

Due to candidate volume, we typically only contact highly-qualified candidates who we feel will move forward successfully in our interview process.

Applicants' written applications and résumés allow BASIS.ed to assess these qualities in addition to the District's Highly Qualified Teacher requirements. A prescreen interview by phone or Skype provides BASIS.ed with additional information about each candidate. If, based on an initial conversation, an applicant is determined to be competitive for the role, the applicant may be invited to a series of subsequent interviews with the hiring manager and other members of the BASIS.ed team. Because getting the right fit is so important to us, an applicant is always required to complete multiple interviews for a given position.

As part of those interviews, an applicant is typically asked to complete a sample demonstration lesson of his/her teaching, provide exemplary teaching materials/consumables, or role play one or more scenarios he/she may encounter in the position. BASIS.ed also holds a series of regional hiring events/demo days each year, during which teacher candidates give short lessons to current BASIS students who come in after school or over a weekend. Student feedback from these events is gathered and taken into consideration. These processes are facilitated by and overseen by Teacher Recruiters and other central support staff and by local-site administration, including existing BASIS.ed teachers, Heads of School, Directors, and other school staff. The BASIS DC Primary Head of School will retain autonomy regarding final offers to teacher candidates for his/her school.

[The Planned Mix of Experienced and New Teachers](#)

BASIS.ed places a strong emphasis on ensuring our teachers are of the highest caliber and have deep subject matter knowledge in the area that they will teach (early childhood expertise included). Veteran teachers with extensive expertise and a history of producing results are valued and sought. We also consider dynamic candidates from a variety of backgrounds, including those newer to the profession. For example, the current BASIS DC previously hired a number of elite teachers from the Math for America program. These individuals were new to the profession, but were also extensively prepared after completing a rigorous Master's program, and they, ultimately, made extensive contributions to our students' successes. BASIS.ed is strongly committed to strengthening relationships with colleges and with non-traditional education programs alike.

The planned mix of experienced and new teachers adds diversity of perspective, fosters an atmosphere of collaboration and excitement, and exposes students to a dynamic faculty. Finally, our reputation as an internationally-competitive program and as a Tier 1 school in the District makes us an attractive option to both new and veteran teachers alike.

[Salary Ranges and Benefit Plans](#)

Salaries for teachers and staff at BASIS DC Primary will be competitive. BASIS.ed offers a comprehensive benefits package including medical, dental, and vision insurance to full-time employees, as well as an attractive 401(k) retirement plan.

[Professional Development and New Teacher Summer Institute](#)

BASIS.ed requires all teachers to participate in ongoing professional development in the areas of instructional planning, effective pedagogy, accommodations and modifications for SPED and ELL, differentiated assessment, and student engagement.

Teacher development begins during an intensive summer training institute in July, which is required for all teachers new to BASIS.ed, including those who joined us mid-year. Throughout this training, new teachers learn the fundamentals, scope, and sequence of the BASIS.ed curriculum in grades K–12, as well as the various systems and databases the BASIS.ed network utilizes for assessment, student progress monitoring, scheduling, curriculum, document sharing, and so on.

Veteran teachers (our experts in pedagogy and content), school administrators, and BASIS.ed employees (HR, Academics, Compliance, etc.) present/facilitate focused training sessions that include such topics as:

- State/District learning standards and how they contribute to our curricular choices;
- Backward unit and lesson planning, or “understanding by design” (i.e., beginning with concrete learning goals to guide instructional planning);
- Effective lesson organization (e.g., moving from direct instruction, through guided practice, and toward independent practice);
- Research-based strategies for motivation and engagement (e.g., providing specific, strategy-oriented feedback, organizing assignments to build self-efficacy, and building on student interest);
- Classroom management strategies;
- Differentiated instruction for all learners;
- Creating and implementing BASIS intervention plans for struggling students;
- Understanding and abiding by IEPs, 504 plans, and Individual Language Proficiency Plans;
- Using formative and summative assessments to guide instruction and professional reflection (e.g., assessing for prior knowledge as a means of determining lesson organization, pacing, and scope);
- Effective parent communication; and
- The academic systems, databases, assessment platforms, and collaborative forums BASIS.ed utilizes

Teachers in these training sessions are often grouped by subject area to ensure the development of not only general pedagogical understanding, but also of the pedagogical content knowledge needed to effectively teach core content in specific courses. Teachers also meet with grade-level peers to address the needs of learners at specific developmental levels. Whenever possible, training facilitators make use of teaching models, artifacts, and even groups of current BASIS students to demonstrate and critique instruction in practice. Depending on the type of session, teachers leave each breakout meeting with materials (sometimes including flash drives with reproducible documents), action items, access to presentations (handouts, PowerPoints, videos, etc.), and contact information for their Subject Advisors, school administrators, and colleagues. While BASIS.ed aims to provide as much support as possible, teachers new to BASIS.ed learn during the Summer Institute that they are not passive recipients of curriculum or materials. Rather, they are expected to participate in discussions, share their previous experiences, plan common units where applicable, and begin contributing to their professional network on day one.

Administrator and Staff Development

BASIS.ed administrators and staff across the BASIS.ed network attend annual training to refresh and build upon their expertise in supporting collegial, student-supportive schools; the first of these trainings each year occurs the week prior to new teacher training in July. Heads of School and School Directors, in particular, participate in discussions on effective observation and coaching. In addition, school leadership and key student-oriented staff (e.g., Deans of Students) attend many of the teacher sessions related to curriculum and instruction listed above. Overlapping teacher and staff development helps administrators to understand their teaching faculty's base professional knowledge, allowing them to better design targeted, school-based professional development. Critically, school leaders also refine their own understanding of best practices in pedagogy, classroom management, assessment, effective interventions, and student engagement—all of which prepare them to be effective coaches to both novice and veteran teachers across subject areas and grade levels.

Training for Meeting the Needs of Students with Disabilities

As part of the New Teacher Training Institute and on-site training prior to the beginning of the school year, all teachers and school administrators at BASIS DC Primary will receive annual training on all aspects of how to differentiate instruction for best reaching all learners and how to most effectively manage their classrooms.

The Special Education and Section 504 Delivery Models described in this application include strategies related to trainings for the BASIS DC Primary teaching staff that address the implementation of goals, accommodations, and modifications. Specifically, the trainings provided clarify what is expected of classroom teachers at all stages of the process, including pre-referral and referral, participation in all IEP and Section 504 team meetings, implementation of accommodations and modifications, strategies for tracking implementation, and guidance on where to turn for support in the event that questions arise or a teacher is uncertain about what to do. Our experiences at BASIS DC have taught us the importance of not only providing an annual training regarding teacher expectations but also providing ongoing support, especially when new students are identified and evaluated. Our Special Education Coordinator and special education support-staff members work closely with the teaching staff throughout the year to provide advice and guidance on any questions that arise regarding implementation. The same models will be implemented at BASIS DC Primary.

While BASIS DC Primary will principally emphasize a positive behavior intervention system, teachers and administrators will receive supplementary training in the legal requirements of discipline for students with disabilities. Highly effective teachers understand how a student's disabilities may impact their classroom behaviors and will have the supports they need to effectively manage their classrooms in light of student differences. To that end, teachers will receive professional development that reviews not only what constitutes a change in placement for a student with a disability, but will review the core concept of a student's behavior as a manifestation of their disability. Typically, the Dean of Students, Director of Student Affairs, or Head of School serves as the administrator for delivering disciplinary consequences when a student violates the student code of conduct.

For this reason, persons who are hired to fill those positions will receive specialized training in disciplinary action to ensure correct responses when disciplining a child with a disability and when a manifestation determination must be made.

Special Education Service Delivery Model

Because BASIS DC Primary will implement a full-inclusion model of special education, it is imperative that every member of the school faculty, staff, and leadership understand the special education service delivery model. The special education service delivery model extends beyond the parameters of administering specialized instruction and requires all school personnel to understand how the needs of students with disabilities are met, starting at the time they enter a BASIS school. At the Summer Teacher Institute, all members of the school team receive training in the following areas, specific to their role in the school building:

- *Child Find.* BASIS DC Primary will implement a Child Find process to ensure that students with disabilities are identified within the legally-mandated timeframes for students entering an LEA. Note that all office staff will be trained in Child Find procedures as they are often the staff who interact with families most frequently, especially in the first several weeks of school.
- *Pre-referral Intervention/Student Study Teams (SST).* The *Student Study Team*, called SST, is a process where teachers and families look closely at a student's class work, behavior, test scores, and educational history to identify areas of concern and come up with solutions. The SST reviews information about the child and develops an intervention plan to help the child become more successful while in school. The intervention plan is implemented for approximately 6–12 weeks. After six weeks, the SST meets to review the results and decide on next steps. Next steps may include:
 - Ending the intervention and monitoring the student
 - Continuing the intervention and meeting again in another few weeks
 - Referring the student for an educational evaluation

In-depth training on the SST process is a critical component of the professional development that will occur the summer prior to the school opening. In primary grades, where identification of students with disabilities is most prevalent, it is imperative that the entire school be well-versed in the intervention process to ensure that every student is receiving the support he/she needs to be successful and that referrals to special education are appropriate. This training is provided by the school's Director of Student Affairs, with support from the Special Education Coordinator.

The Special Education Coordinator will receive training at an established BASIS.ed-managed primary school. Through this model of training, the "new school" Special Education Coordinator will work alongside a mentor Special Education Coordinator at an established school. Mentor Coordinators have more than three years of experience working in a BASIS.ed-managed school, have maintained certification in special education, and are experienced special education teachers and administrators.

- In addition to the trainings that will be provided centrally at the BASIS.ed New Teacher Summer Institute, the Special Education Coordinator at BASIS DC Primary will provide on-site training to all teachers at their respective locations prior to the first week of school.

- The Special Education Coordinator will receive ongoing professional development a part of the support provided by the BASIS.ed network. Some examples of enhanced professional development provided to all BASIS.ed Special Education Coordinators in the past year are: training on facilitated IEP meetings, training on discipline for students with IEPs, and training on how to write measurable goals.

ELL Delivery Model

All new and continuing BASIS DC teachers will receive training on ELL instruction from a certified ELL Specialist during the Summer Training Institute. Teachers receive training on strategies for English Language Development across subjects during this training period, but are able to consult with the ELL Specialist throughout the year for specific instructional assistance and guidance.

- All teachers receive a copy of the WIDA ELP Standards, which identifies the framework for classroom instruction and assessment at each grade grouping. These standards contain specific objectives for English proficiency in the four skill areas of: (1) speaking, (2) reading, (3) listening/comprehension, (4) and writing.
- Sheltered classes are taught by either a dually-certified teacher who holds licenses in both ESL and in the content being taught, or a content-certified teacher who has completed a minimum of 90 hours of professional development in ESL instruction.

Continued Training and Best Practices

Special education and serving students with disabilities within the rigorous academic program at BASIS DC Primary will benefit from ongoing training and support surrounding best practices and any evolution in D.C., or federal policy or regulations. Having operated grades 5–11 over the past three years in the District, we are very familiar with the excellent resources available through the OSSE, PCSB, and FOCUS in keeping abreast of developments and how to continually improve our practices. Our leadership team at BASIS DC, as well as representatives from BASIS.ed, have participated in trainings offered by OSSE and legal seminars sponsored by FOCUS. These have been particularly valuable in their strong emphasis on issues germane to the local D.C. public education environment, and because we have had the opportunity to engage with other school leaders and learn from their practices, as well. Additionally, BASIS DC has had the support of PCSB's expertise in program compliance through on-site visits and recommendations for best practices. BASIS DC Primary's leadership will remain in close contact with the leadership of the existing BASIS DC campus; therefore, all of the experience and perspective gained throughout our years of operation in the District will help ensure the success of BASIS DC Primary.

Following their initial Summer Training Institute, teachers participate in additional professional development activities throughout the year. These include network-wide trainings organized by BASIS.ed, site-based trainings organized by individual school leaders, and individualized development through peer mentorship and administrative coaching. Continuing development across the BASIS.ed network is designed to deepen teachers' understanding of fundamentals in instructional design, pedagogy, student engagement, and assessment. Development sessions are interactive and give teachers opportunities to put skills and strategies into practice under the guidance of expert peers. In most cases, the character of this continued development is dependent on specific needs demonstrated by individual teachers or

departments. In some cases, BASIS.ed may deploy veteran teachers from across the school network to lead professional development in new schools or schools with identified concerns.

On-Site Professional Development

BASIS DC will create a culture of ongoing professional development in which the teachers are accountable for improvement. Teachers are encouraged to take advantage of opportunities to observe their students when taught by other teachers, and to learn classroom management and instructional strategies from their fellow BASIS.ed teachers.

Teachers may be required to participate in any number of Best Practices, including the observation of a single group of students throughout the day; the observation of classes in one subject but at various grade levels; or the observation of classes at a different BASIS.ed-managed school. These requirements may differ based on the teacher's experience or past performance, but all BASIS.ed teachers will be required to participate in the Best Practices program to some extent. Since all BASIS.ed teachers are continuously observed during the school year by school managers or through the Best Practices program, teacher effectiveness is constantly being monitored. In addition to Best Practices, BASIS.ed teachers also participate in summer training sessions and other professional development opportunities throughout the course of the school year.

Every BASIS.ed-managed school holds staff meetings weekly to address the overall educational needs of the students. These meetings rotate each week between All-Staff Meetings, Grade-Level Meetings, and Subject Group Meetings, as detailed below.

During All-Staff Meetings, the Head of School will review general themes, and the school management team will provide guidance on activities relevant to all staff, such as formative assessments, monitoring student progress and mastery, strategies for behavioral interventions, etc. Additionally, personnel from BASIS.ed or other school administrators may provide trainings on the curriculum and assessment database, PowerTeacher, GradeCam, and other systems, as new requirements or updates become available. These meetings will happen at least once a month, and often with greater frequency as school site management may deem necessary.

During Subject/Department Meetings, teachers across grade levels in the same subject area meet to discuss student progress, challenges, effective pedagogical techniques for teaching specific concepts, and implementation of the curriculum and standards in such a way that the students follow a natural progression in understanding as they move from grade to grade. BASIS.ed has found that this type of teacher collaboration is incredibly beneficial and allows experts to work together to identify successful and promising practices driven by their actual classroom experiences and real-time student data.

During Grade-Level Meetings, all teachers across each grade level meet as a group to discuss student progress, particularly successful instructional techniques, and how teachers can coordinate their instruction across subjects. They also discuss the total amount of homework assigned to students per night, and the dates of major assignments and assessments, so that students can manage the work effectively. These meetings help teachers support students who are struggling and identify strategies that work for individual students. Importantly, the LETs and SETs attend these meetings and provide cross-subject feedback.

These scheduled times are in addition to the ongoing support and engagement provided to teachers by the Subject Advisors (see above for more information about SADs). This professional development is individualized and designed to ensure teachers are receiving strategic supports for their particular needs, and to ensure students are able to achieve mastery on the Common Core Standards as they move through the BASIS.ed curriculum.

Assessing Teacher Effectiveness

Teacher evaluation begins with the rigorous process of recruitment, as described previously. Only candidates who have proven that they are of the highest caliber—through documentation of their experience and credentials, demonstration lessons, and multiple interviews—are offered positions as BASIS.ed teachers. This process of initial evaluation continues at the BASIS.ed Summer Institute, a week-long symposium during which various members of BASIS.ed, Subject Advisors, and school leaders convene to introduce new teachers to the BASIS.ed mission, culture, and standards. New teachers are expected to match the passion, hard work, and commitment to excellence that we present during this training, and continue that commitment into the second week, which consists of school-specific training.

New BASIS DC Primary teachers will learn about what it means to be part of the BDC network, about the student committees and extracurriculars we can and/or will offer, and about the ways in which their peers dedicate themselves to student success. Throughout these two or more weeks, new and experienced teachers work with their Subject Advisors to learn about new developments to curriculum and assessments. Subject Advisors may report any negative communication or other red flags to the teacher's Head of School. During this time, teachers also choose instructional materials (if applicable), decide their guardian/tutoring hours, and plan their syllabi. Their syllabi are approved by Subject Advisors and their Directors of Academic Programs; new teachers' syllabi are also evaluated by the Head of School, and materials that need to be specifically purchased are approved by the Head of Operations. If, through these processes, it is determined that a new teacher is not a good fit by this point, the Head of School reserves the right to find a better candidate for that position.

Once a teacher makes it through these weeks of pre-teaching, evaluation is conducted in many more ways, all with the intention of supporting the teacher to improve his/her instruction, and with the goal of improving student outcomes. In the early fall, continuing throughout the year, BASIS.ed's Academics team—together with the Subject Advisors and school-specific Curriculum Coordinators and administrators—utilize BASIS.ed's innovative, custom database, which houses teacher syllabi, assessments, and completion/revision reports. Teachers are evaluated on their levels of engagement with the database: we require syllabi to be complete, course information to be accurate, and bi-weekly reports on the completion of their planned lesson units to be up-to-date, with revisions included as necessary. Statistics from this database allow for Directors, Heads of School, Subject Advisors, and BASIS.ed to become aware of a problem without waiting for poor student results, guardian complaints, or other negative outcomes. For example, if a teacher has not planned lesson units for the whole year by the time school begins, or is constantly making significant changes to lesson units, an administrator can see that intervention and support are needed.

As is currently the case at BASIS DC, BASIS DC Primary teachers will expect—and conduct—regular classroom observations. Our educational model values the autonomy and expertise of our teachers; thus, they have much to learn from the methods of instruction, discipline, and community-building that they see in each other’s classrooms. Sharing feedback from peer observations is a best practice, and while this feedback is not directly related to a teacher’s official evaluations, it is a tool that can provide support to a struggling teacher. It also allows for administrators to share the strengths they observe with the rest of the school faculty. For example, if the Special Education Coordinator observes a teacher expertly redirect a student with an IEP, he/she may share the success of this tactic with the student’s other teachers, who would then be able to replicate this strategy to improve the student’s focus in their classes as well.

Students and parents are invited to share their feedback on teacher performance through a semi-annual survey, which is conducted by BASIS.ed and shared with the Heads of School. Additionally, families and students are always welcome to submit comments, praise, or concerns about teachers to the school’s administration. Any feedback that reflects a need for improvement presents an opportunity for an administrator to conduct extra observations and discuss best practices, and, if necessary, place a teacher on an intervention plan. Teachers who are collaborative in teaching strategies and conduct positive observations of their peers are asked to be teacher mentors in the building or subject advisors for the entire BASIS.ed network.

These qualitative evaluations are complemented by the data BASIS DC receives from internal and external assessments. We view assessments as evidence of student learning, and we support teachers in using this evidence to inform their lesson-planning and their instructional strategies.

BASIS.ed will also conduct BASIS-wide baseline and benchmarking tests for grades 3–5 in Math/Science and English Language Arts. The results of these exams should show that teachers are effectively guiding students to progress in their mastery of the content. For students younger than 3rd grade, teachers use a robust checklist of benchmarks twice each grading period to assess student learning. A lack of student progression, for example, might signal a need to further evaluate a teacher’s instruction for effectiveness, while a diverse group of successful students might display a teacher’s excellence in differentiated instruction.

BASIS DC Primary will use many external forms of assessments to measure student growth and evaluate teacher effectiveness. Students in grades K–3 across the BASIS.ed network are tested thrice yearly in basic literacy and numeracy using AIMSweb. Results from these tests help administrators to see whether or not teachers are helping individual learners grow, how they make progress with certain strands of students (e.g., the top 10% of performers, the bottom 15%, etc.), and how they might compare to the progress other BASIS.ed teachers are making. In addition to the diagnostics available through AIMSweb, BASIS DC Primary will also use data from PARCC to evaluate 3rd- and 4th-grade teachers.

Both new and experienced teachers alike deserve a varied and thorough system of informal and formal, qualitative and quantitative evaluation that will guide them to maximize their impact on student learning. We assure that, by utilizing these and other evaluation methods, BASIS DC Primary’s campuses will follow the OSSE guidelines for Teacher and LEA Leader Evaluations.

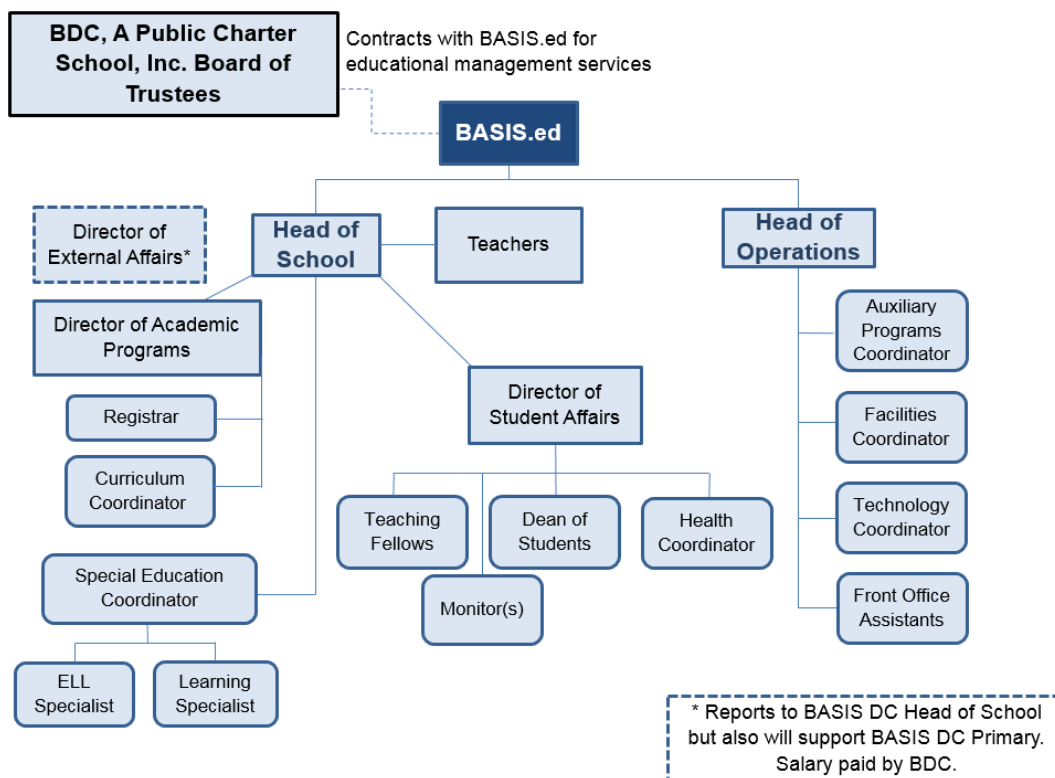
We further assure that all methods of evaluations will be designed and conducted with a dual focus on addressing the unique challenges and opportunities of educating each individual student, and on providing the best examples of high-quality teaching and support to our faculty.

3. Management and Internal Oversight

a. Administrative Structure

At each campus, the organizational structure seen in the chart below will remain, regardless of the number of students or grades we serve. The only anticipated change may be more of each position to adequately support student growth.

BASIS DC Primary Organizational Structure



b. Performance Management

No changes since the submission of the original application.

c. Fiduciary Responsibility

No changes since the submission of the original application.

4. Management Organization

a. MO Selection

BDC maintains a vast operational capacity to open and operate schools. The schools' EMO relationship with BASIS.ed is, in fact, designed specifically for this purpose. This arrangement allows the BASIS.ed curriculum, staffing structure, financing platform, and facilities arrangements to be deployed to any new school, and maintained and bolstered at existing schools with relative ease. The EMO arrangement also relieves schools of most of the responsibility for accounting, legal issues, IT, and HR. BASIS.ed provides additional support for compliance. The table below depicts the current and planned growth for BASIS.ed managed schools. The expansion is intentional, thoroughly planned, and new locations are considered based on need and interest. We have a comprehensive checklist to ensure our strategic goals are met on time and each step is completed with purpose when opening a new location.

School and Location	Grades Served	Projected Student Count as of 2016–17 (for open campuses)	Year Opened
Open Campuses			
BASIS Ahwatukee	4–12	746	2013–2014
BASIS Chandler	5–12	922	2011–2012
BASIS Chandler Primary - North Campus	K–4	579	2016–2017
BASIS Chandler Primary - South Campus	K–4	435	2015–2016
BASIS Flagstaff	3–12	630	2011–2012
BASIS Goodyear	6–9	190	2015–2016
BASIS Goodyear Primary	K–5	574	2015–2016
BASIS Independent Brooklyn	PreK–10	660	2014–2015
BASIS Independent Fremont	K–5	125	2016–2017
BASIS Independent McLean	PreK–10	235	2016–2017
BASIS Independent Silicon Valley	5–12	800	2014–2015
BASIS International School Shenzhen	PreK–11	865	2015–2016
BASIS Mesa	3–12	649	2013–2014
BASIS Oro Valley	6–12	567	2010–2011
BASIS Oro Valley Primary	K–5	732	2014–2015
BASIS Peoria	5–12	744	2011–2012
BASIS Phoenix	5–12	779	2012–2013
BASIS Phoenix Central	K–8	859	2014–2015
BASIS Prescott	K–12	781	2014–2015

School and Location	Grades Served	Projected Student Count as of 2016–17 (for open campuses)	Year Opened
BASIS San Antonio Medical Center	5–11	746	2013–2014
BASIS San Antonio North Central	5–10	629	2014–2015
BASIS Scottsdale	4–12	1081	2003–2004
BASIS Scottsdale Primary	K–3	520	2015–2016
BASIS Tucson North	5–12	1104	2012–2013
BASIS Tucson Primary	K–4	802	1998–1999
BASIS Washington DC	5–12	600	2012–2013
Planned			
BASIS Castle Hills (San Antonio)	5–12	900	2017–2018
BASIS Independent Manhattan	K–8	400	2017–2018
BASIS Independent School Park Lane Harbor	6–12	TBD	2018–2019
BASIS Peoria Primary	K–4	900	2018–2019
BASIS Phoenix Primary	K–4	600	2018–2019
BASIS Phoenix South	K–4	120	2017–2018
BASIS DC Primary	K–4	330	2017–2018
BASIS DC Primary 2 nd campus	K–4	330	2020–2021
Potential			
BASIS Baton Rouge	K–6	630	2018–2019

The Management Organization identified throughout this application has never operated a school that has closed or been the subject of an authorizer sanction. As we move forward, the BASIS DC growth plan is to open opening primary schools that will successfully guide students through the challenges and opportunities of the existing 5-12 BASIS.ed curriculum.

While we have enjoyed a great deal of positive publicity concerning our student performance in recent years, BASIS DC was the subject of negative press concerning our request to increase our enrollment ceiling during the first year of operation. The feedback we received through that process caused us to examine our practices and be thoughtful about how we plan for growth as we move forward. In the weeks immediately preceding the submission of this application, BASIS DC was the subject of media criticism concerning our 7th grade elective offerings. In an ongoing effort to provide students with the course offerings they most sincerely want, we are working to identify solutions to this issue as we submit this application. We have learned from these experiences; BASIS DC has made many valuable improvements, including additional training based on feedback from OCR and PCSB since our inception and BASIS DC

strives for continuous improvement. BASIS DC regularly submits our “Litigation Proceeding Calendar” to PCSB through the Epicenter portal. Our objective is to always be self-critical and learn from any missteps, so as not to distract from educating our students to their highest potential.

b. Relationship between the BDC Board and the MO

No changes since the submission of the original application. However, we do have an updated Service Agreement.

c. Historical Academic Performance

BASIS DC is striving every day to fulfill our mission and will provide an accelerated liberal arts education at internationally-competitive levels for all students. The rigorous college-preparatory education at BASIS.ed-managed schools readies students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

BASIS DC serves students from across the District and maintains our high academic standards and programming. We know that, in order to fulfill our mission, we must not compromise our high expectations. Quantitative data for BASIS.ed-managed schools is available online and links are provided below.

Please see the following pages for BASIS.ed-managed schools in Arizona:

- [2015](#) AzMERIT and NCSC results
- [2014](#) AIMS results
- [2013](#) AIMS results
 - Please view ‘SCHOOLS’ tab
- [2015](#) AzMERIT and NCSC results
- [2014](#) AIMS results
- [2013](#) AIMS results
 - Please view ‘STATE’ tabs

Please see the following pages for BASIS DC:

- [2015](#) PARCC DC Results
- [2014](#) DC CAS Results
- [2013](#) DC CAS results
 - Please view ‘School’ and ‘State & Sector’ tabs in excel documents

Please see the following results from Texas Education Agency (TEA) for both BASIS San Antonio and BASIS San Antonio North (2015 only):

- [2015](#) School Report Card
- [2014](#) School Report Card

State of Texas Assessments of Academic Readiness (STAAR) Statewide Summary Reports:

- [2015](#) School Year
- [2014](#) School Year
- [2013](#) School Year

Table 5. In-seat attendance rate; short-term out-of-school suspension rate; long-term out-of-school suspension rate; mid-year withdrawal rate; and expulsion rate

YEAR: 2015–16					
Schools (K–4 only)	Attendance rate	Short-term suspension rate	Long-term suspension rate	Mid-year withdrawal rate*	Expulsion rate
Tucson Primary	96%	0	0	.41%	0
Phoenix Central	96.4%	0.11%	0	.64%	0
Oro Valley Primary (K-4 only)	96.3%	0	0	1.03%	0
Ahwatukee (4th grade only)	97.6%	0	0	1.57%	0
Mesa (4th grade only)	96.1%	0	0	1.76%	0
Chandler Primary	98.3%	0	0	1.13%	0
Goodyear Primary	97.1%	0	0	1.47%	0
Scottsdale Primary	96%	0	0	2.86%	0
Flagstaff	95.3%	0	0	0%	0
Prescott	95.3%	0	0	.65%	0
YEAR: 2014–15					
Schools (K–4 only)	Attendance rate	Short-term suspension rate	Long-term suspension rate	Mid-year withdrawal rate*	Expulsion rate
Tucson Primary	96.4%	0	0	0.32%	0
Phoenix Central	94.5%	0	0	.94%	0
Oro Valley Primary	97.3%	0	0	.90%	0
Ahwatukee (4th grade only)	97.0%	0	0	1.57%	0
Mesa (4th grade only)	97.2%	0	0	1.21%	0
YEAR: 2013–14					
Schools (K–4 only)	Attendance rate	Short-term suspension rate	Long-term suspension rate	Mid-year withdrawal rate*	Expulsion rate
Tucson Primary	96%	0	0	0.17%	0

* Total number of withdrawals after 20th school day divided by total enrollment on 20th school day.

The data described below provides a snapshot of the performance of BASIS.ed-managed schools across the globe. In addition to superior state standardized test results, BASIS.ed-managed schools offering 12th grade have posted 100 percent graduation and college acceptance rates to date.

Arizona

In 2014, the most recent year for which school ratings were available in Arizona at the time this application was drafted, BASIS Tucson Primary received a grade of “A” in the Arizona Department of Education’s school accountability system. BASIS Tucson Primary was the only BASIS.ed-managed primary school open in that year. In 2014, 93.2 percent of students at BASIS Tucson Primary passed the AIMS state

standardized test in Math, and 98.5 percent passed in Reading. ELL students at BTP earned 100 points (the maximum possible) on both Math and Reading proficiency and had an overall rating result of 91.25. (A link to the ASBCS Academic Performance framework is included in the appendices.) Results from the BASIS.ed-managed Arizona schools include all subgroups excluding free and reduced lunch (FRL), as FRL is not a required data point and thus not tracked in Arizona.

Statewide, only 40 percent of 3rd grade students passed the 2015 AzMERIT standardized test in English Language Arts (ELA) and 42 percent passed the AzMERIT Math. BASIS.ed-managed schools, by contrast, far exceeded that rate. All of the BASIS.ed schools serving Grade 3 that year, BASIS Oro Valley Primary, BASIS Tucson, BASIS Phoenix Central, posted passing rates at least 25 percent above the state average in both ELA and Math. BASIS Oro Valley Primary earned the highest results within that group, with 84 percent passing in ELA and 91 percent in Math. In 4th grade, the AzMERIT state average passing rate was 42 percent in ELA and Math, while students at all five BASIS.ed campuses serving grade 4, BASIS Ahwatukee, BASIS Mesa, BASIS Oro Valley Primary, BASIS Tucson Primary, and BASIS Phoenix Central, passed at a rate 30 percent higher than that. At BASIS Mesa, 87 percent of students passed the ELA test and at BASIS Phoenix Central, 90 percent passed. In Math, 89 percent of students at BASIS Ahwatukee and BASIS Mesa passed the test.

Texas

BASIS.ed-managed schools located in Texas are not currently serving the primary grades, but much like our goal in D.C., we look forward to serving the lower grades and preparing students for the accelerated BASIS.ed curriculum at a younger age in the future. Starting from strong results in the 2013-2014 school year (BASIS San Antonio's first year of operations³⁹), performance increased further in the 2014-2015 school year, with jumps in the state performance index across all four measurements. These measurements include Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Additionally, in 2014-2015 BASIS San Antonio and BASIS San Antonio North earned the distinction of top-25-percent performance in ELA student progress and postsecondary readiness. While BASIS San Antonio additionally earned top-25-percent in closing performance gaps in science.

During the 2013-2014 school year, the Texas state average pass rate for STAAR ("Percent at Phase-in Satisfactory Standard or Above") was 77 percent, while the pass rate at BASIS San Antonio was 93 percent. The state average growth outcome ("STAAR Percent Met or Exceeded Progress") measured 61 percent compared to 66% at BASIS San Antonio. BASIS San Antonio received the same score as the state average for "STAAR Exceeded Progress," at 17 percent.

In the 2014-2015 school year, BASIS San Antonio outperformed the Texas state average in all categories of STAAR results. The state average pass rate ("Phase-in Satisfactory Standard or Above") for all subjects was 77 percent compared to BASIS San Antonio's average of 96 percent. BASIS San Antonio North's average was 92 percent. In the growth outcome ("STAAR Percent Met or Exceeded Progress"), the state average for all subjects was 57 percent, while BASIS San Antonio again outperformed by scoring 67

³⁹ Note that BASIS San Antonio Medical Center opened as "BASIS San Antonio" in 2013 and changed its name in 2015. BASIS San Antonio North Central opened as "BASIS San Antonio North" in 2014 and changed its name in 2015.

percent and BASIS San Antonio scored 66 percent. For “STAAR Percent Exceed Progress,” results were 15 percent for the state and 26 percent for BASIS San Antonio and BASIS San Antonio North.

D.C.

An important milestone in the development of BASIS DC was the 2014-2015 PCSB rating as one of the top-performing charter schools in both ELA and Math in the District⁴⁰. Over time, BASIS DC has seen growth in student progress as demonstrated by the 2013 gateway score of 77 percent compared to the 2014 score of 89 percent.⁴¹ We have an area of opportunity in the student progress area as BASIS DC scored slightly above average in both 2013 and 2014. We aim to further student progress by offering the BASIS.ed primary curriculum to students and thereby prepare them for the accelerated program in the higher grades. In comparison to other D.C. area charter schools such as Washington Yu Ying PCS, BASIS DC earned a 78 percent on student achievement in 2014 compared to Yu Ying’s 66 percent. Gateway outcomes were 89 percent for BASIS DC compared to 49 percent for Washington Yu Ying. Inspired Teaching Demonstration PCS, previously referenced in the Demonstrating a Need section of this amendment, had lower overall results, earning them 30 percent in student progress, 55 percent in student achievement, 77 percent in gateway, and 84 percent overall. BASIS DC earned 52 percent, 78 percent, 89 percent, and 93 percent respectively.

ISA test

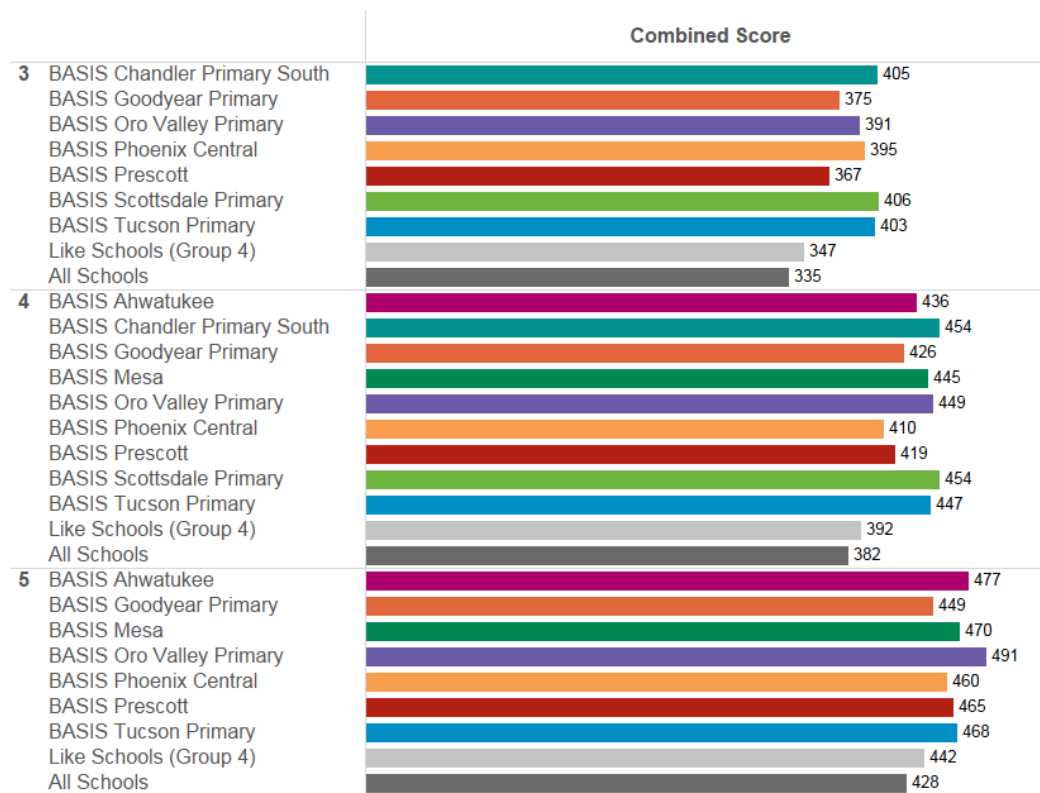
At all BASIS.ed-managed schools, 3rd grade students take the International Schools Assessment (ISA) tests. The ISA is a set of tests used by international schools and schools with an international focus in mathematical literacy, reading, and exposition/argument writing to monitor student performance over time and to confirm that their internal assessments are aligned with international expectations of performance. Designed and developed by the Australian Council for Educational Research (ACER), the ISA reading, mathematical literacy and scientific literacy assessments are based on the Program for International Student Assessment (PISA). BASIS.ed students in Charter, Independent and International schools in grades 3, 4 and 5 participated in the ISA test in 2015-16 and performed higher on these tests than students in “All Schools” and “Like Schools” around the world. Schools taking the ISA are generally international schools and schools with an international focus. In 2016 BASIS Scottsdale Primary 3rd graders had a combined score of 406 compared to like schools⁴² which had a combined score of 347. Fourth graders from both BASIS Chandler Primary – South Campus (“BASIS Chandler Primary South” in Figure 3 below) and BASIS Scottsdale Primary had combined scores of 454 compared to 4th graders at like schools who had a combined score of 392. Finally, 5th graders at BASIS Oro Valley Primary had a combined score of 491 compared to other like schools with a score of 442.

⁴⁰ Available at: <http://www.dcpccb.org/sites/default/files/charterpercent20parcc.pdf>

⁴¹ Available at: <http://dashboard.dcpccb.org/detailed/9>

⁴² Per the ISA like schools are the schools with a similar ratio of English speaking background students to non-English speaking background students. More information about ISA scores is available in the appendices.

Figure 3. Combined Scores for students at BASIS.ed-managed schools in grades 3-5 who took the ISA Exam in 2016



Unique Accomplishments

BASIS DC is most proud of our students' strong academic performance since opening in 2012. BASIS DC is also invested in developing a lifelong love of learning in its students and creating within them a deeper appreciation of how knowledge enriches their lives. Achieving this takes more than a "drill and kill" approach to standardized tests and requires an emphasis on reaching for new heights beyond the traditional classroom experience. Thus, BASIS DC is proud to report that, in addition to our students' strong objective measures of academic achievement, the school and our students had many other unique accomplishments over the course of the year. Some of these highlights include:

District-wide representation:

BASIS DC's mission and philosophy revolve around providing access to an internationally-competitive curriculum for all students, regardless of their zip code. Our third year saw an expansion of our previous representation, and, through participation in My School DC lottery programs, our recruitment efforts led to enrollment from all 39 D.C. neighborhoods and all major residential zip codes. Access to our campus (near the center of the city) entails using many transportation options; we've seen families organize carpools, group rides on buses and trains, and we even expanded our bike-lock stations as more students began to cycle to school. The diversity one experiences walking through the halls of BASIS DC is imagined in many places, but realized at only a few, and the experiences our students acquire from friendships and collaboration fostered at the school will expand their horizons and shared understanding for years to come.

BASIS DC Wins in National Science Bowl⁴³:

BASIS DC students in grades 5–7 joined teams from around the country for academic competition and science activities. The National Science Bowl for Middle School Students was started in 2002 and includes two types of competitions: an academic math and science competition, and a model car race. In 2016, BASIS DC students won the Middle School Electric Car Competition. We are always proud of our Science Bowl Students, but their growth in just a single year was tremendous, and we are looking forward to seeing them raise the bar even higher this year.

Certamen Team:

Certamen competitions are meant to be fast, fun, and educational. The Certamen game requires players to evoke facts about classic civilizations, its peoples, cultures, and languages⁴⁴. The Novice Level Certamen Team at BASIS DC has excelled at this game and finished fourth in their semi-final round with teams from Massachusetts and Florida in March 2016, while the Intermediate Level team finished third. In April 2016, the BASIS DC Certamen Team competed in the Virginia Junior Classical League State Finals on two Levels, II and I Advanced. The teams drew together and won the State Championships on both levels. In the final round, the Level II team triumphed against friends/rivals from Virginia.

Tier 1 and PARCC Scores:

During the annual quality ratings for public charter schools in 2014, BASIS DC ranked as a Tier 1 school⁴⁵. BASIS DC is thrilled with this result in its first eligible year. Another exciting accomplishment after the new standards of assessment were implemented in the spring of 2015 are the PARCC results⁴⁶ for grades 5–8 English Language Arts and Math achievement by school as BASIS DC meets and exceeds expectations at 72.7% for English Language Arts and 100% for Math. The 2015–16 DC PARCC results in Math and ELA are included below.

⁴³ Local Students Win at National Science Bowl. *The Washington Informer*. Available at: <http://washingtoninformer.com/news/2016/may/11/local-students-win-national-science-bowl/>

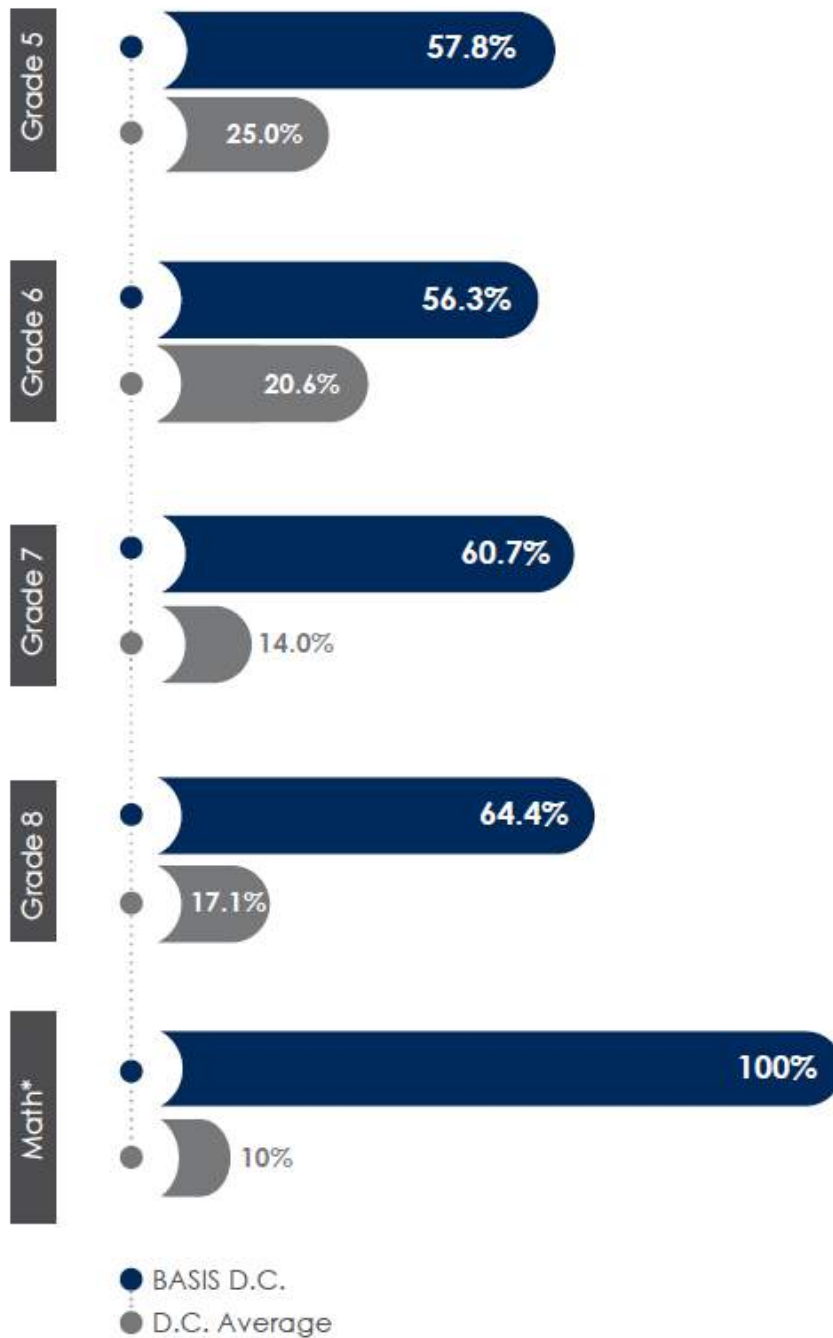
⁴⁴ Available at: <http://www.njcl.org/pages/certamen>

⁴⁵ Charter Board Releases 2014 Performance Management Framework (PMF) Results. Available at: <http://www.dpcsb.org/charter-board-releases-2014-performance-management-framework-pmf-results>

⁴⁶ Available at: <http://osse.dc.gov/parcc>

2015-16 DC PARCC Results in Math

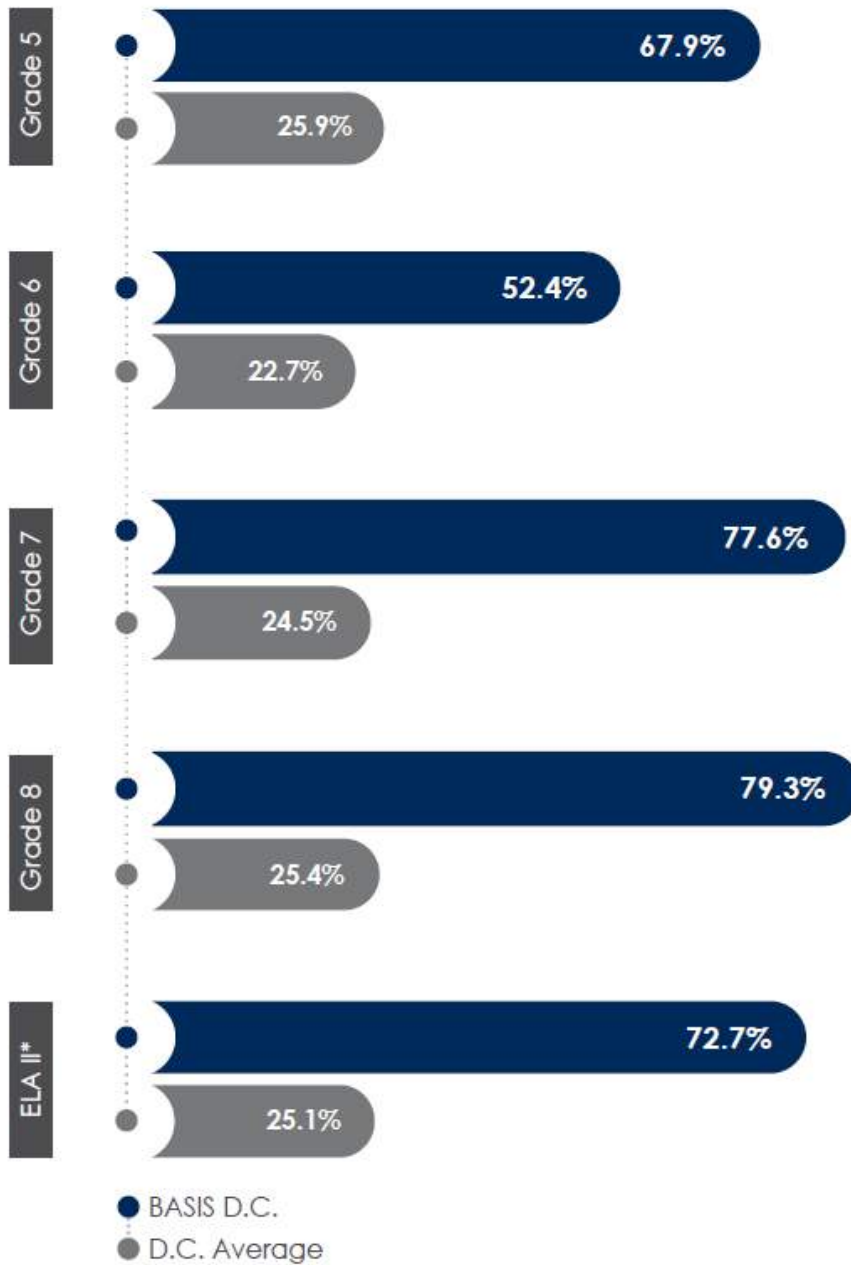
Percent of Students Meeting and Exceeding Expectations



*Results are for high school students
Source: Office of the State Superintendent of Education (OSSE), 2015.

2015-16 DC PARCC Results in ELA

Percent of Students Meeting and Exceeding Expectations



*Results are for high school students
Source: Office of the State Superintendent of Education (OSSE), 2015.

5. Student Policies and Procedures

a. Student Enrollment Policies

BASIS DC Primary will follow the DC PCSB Open Enrollment Policy⁴⁷ and will participate in the My School DC common lottery. BASIS DC Primary campuses will remain open to enrolling students each year in all grades that they serve. Meaning we do plan to, 'backfill' each grade through grade 5, and accept new students to make up for attrition each year, as long as there is space available.

b. IDEA / Special Education Compliance

BASIS DC Primary is committed to providing an excellent education to all of our students with disabilities in an inclusive setting while providing appropriate special education and related services.

Child Find

Upon student enrollment, depending on the entry grade of the student, the school is able to request special education records for the child and provide the services seamlessly upon a child's enrollment if a parent has identified their child has previously had an IEP on their paperwork. However, BASIS DC primary will ensure that it is meeting its Child Find obligation for all students.

BASIS DC primary school will implement a robust child find process to ensure that the school is identifying all student with disabilities that are enrolled at the school. The initial Child Find checks are (1) through registration paperwork, where parents first alert the school to a student's disability or existing IEP and (2) through the 45 day screening process, where teachers perform an initial review of potential areas of disability for all new students to the school and return these assessments to the Special Education Coordinator. If during this process, a student is made known to the school as a student with a potential disability, the school will follow the notification and evaluation process required by IDEA Part B and Section 504. Typically, one of the following actions will be taken:

- No further action is required because the teachers feel that the characteristic is typical of students in that grade level. The teachers will provide individual direction in the classroom on their own to help the child.
- Recommendation to the Special Education Coordinator to seek an evaluation by the School Psychologist, Speech Therapist or Learning Specialist. The Director of Special Education would contact the parent and the step as described in BASIS's special education policies and procedures.
- Recommendation to the Director of Student Affairs that the student be placed in the Student Support program.

Students with existing IEPs will receive special education services pursuant to their existing IEPs when they enroll at BASIS DC. As required, BASIS DC will convene IEP Team meetings to review the student's IEP goals and services.

Referral for Special Education Evaluation When a student is referred for special education at BASIS DC Primary, he/she will be evaluated for eligibility under the criteria set forth in the Individuals with

⁴⁷ DC PCSB Open Enrollment Policy can be found here:
<http://www.dcpsb.org/sites/default/files/report/Open%20Enrollment%20Policy%20Revised%20Mar%202016.pdf>

Disabilities in Education Act (IDEA) and corresponding local regulations. If through the evaluation process, the Team (including the parent) determines the student eligible for special education they will develop an Individualized Education Plan (IEP). The Special Education Coordinator will administer a student's IEP, but all of their teachers and school administrators with whom they interact will also play a role in the plan's implementation.

All instructional faculty and school administration will receive training in the following:

- Legal Framework of IDEA;
 - The IEP Team process;
 - What is “specialized instruction” and how this is provided; and
 - What is required of teachers (i.e., pre-referral and referral, participation in all IEP Team meetings, implementation of accommodations and modifications, asking for support when unsure what to do, and tracking implementation)

Section 504 Delivery Model

BASIS DC primary will ensure that all school personnel understand the significance of providing equal access to education for students with disabilities under Section 504 of the Rehabilitation Act, a civil rights law pertaining to students with disabilities in general education. While students with 504 plans do not require special education, it is imperative that everyone in the school understands the school's duty to not discriminate and that strict compliance with a student's individual plan is mandatory to guarantee equal access for that student. Because the implementation of a 504 plan may require participation from non-instructional staff, as well as teaching faculty and administration, all school personnel will receive training in:

- Legal Framework of Section 504;
- The eligibility and evaluation process; and
- What is required of teachers/staff (i.e., pre-referral and referral, participation in all 504 Team meetings, implementation of accommodations and modifications, asking for support when unsure what to do, and tracking implementation)

Special Education Delivery Model

BASIS DC complies with all laws and regulations concerning working with students with disabilities. Specifically detailing the curriculum modification, and accommodations before assessing the needs of each student is contrary to the purpose of IDEA and is against the spirit of an Individual Education Plan. To that end, all student plans are specifically tailored to their needs, based on student evaluation, testing, grade level, specialized instruction needs etc. Special Education (and 504 case management) will be overseen by the Special Education Coordinator, however, BASIS DC Primary will hire one or more case managers/Learning Specialists depending on the overall number of students with disabilities and they needs of the students at the school.. Required services are administered within the regular education classroom (the LRE) whenever possible. BASIS DC contracts with qualified related service providers to ensure that all student needs are met.

If a student has an existing Individual Education Plan (IEP) (or 504 plan), the student is provided differentiated instruction by either the regular classroom teacher as supported by a Learning Specialist

who is a certified special education teacher. If the student is to receive speech or occupational therapy services, then the services are scheduled so there is minimal loss of instructional time in the core subjects. The child's progress is monitored closely and a summary of the students' progress toward each of the measureable goals is overseen by the Special Education Coordinator or Learning Specialist. Since the BASIS DC Progress Reports provide detailed statistics on a student's performance, a school Director, teacher, or guardian can quickly assess the student's progress toward the defined measureable IEP goals and can ask that the IEP team to meet again to review the accommodations, modifications, or recommendations in the IEP.

Parents are provided with notice of their rights and procedural safeguards any time they are notified of decisions regarding the identification, evaluation and/or educational placement of the student.

Special Education Data System (SEDS)

BASIS DC shall fully utilize, implement, and enter accurate and complete data into the state-designated District-wide special education data system for all aspects of special education practice, and ensure that an accurate, complete, and up to date record exists in the SEDS for every child with an IEP enrolled in the LEA, including those placed in a nonpublic school. The School Uses EASY IEP to monitor all student specialized plans within the school.⁴⁸

Mediation and Due Process

While BASIS DC Primary will strive to resolve any disputes about a students' services locally, BASIS DC Primary will adopt policies and procedures ensuring that parties wishing to dispute any matter, including matters arising prior to the filing of the due process complaint, to resolve such disputes through a mediation process. The mediation process shall be available to a parent of a child enrolled, in the school, including any child who attends a nonpublic school.

BASIS DC Primary will also adopt the BASIS DC Special Education Policies and Procedures to ensure that students with disabilities and their guardians are guaranteed procedural safeguards with respect to the provision of a free appropriate public education (FAPE). As an LEA, BASIS DC is responsible for responding to any due process complaint made with respect to a child enrolled, in the school, including any child who attends a nonpublic school.

Special Education Policy and Practice Improvements

BASIS DC has already implemented many improvements in policy and practice during the past 4 years and we are eager to work with OSSE/PCSB to ensure that as a charter LEA we are meeting our every obligation to each student.

Below are some specific actions that were implemented with support of the OSSE and PCSB after the first 6 months of BASIS DC's operation:

⁴⁸ More information about SEDS can be found at: <http://osse.dc.gov/event/special-education-database-system-seds-train-trainer>

- Provide ongoing teachers and staff the workshop calendar of Professional Development and encourage participation in classes. Behavior Modification and Classroom Management.
- A new Special Education Coordinator was hired in the winter of 2012 and started working with staff in the beginning of the year. This included pushing into classes, observation and feedback and assisting Admin with behavior plans.
- Upon the Special Education Coordinator's arrival, an Exceptional Education file audit was performed to make sure the school was in compliance with all federal and local requirements. BASIS was visited by OSSE and PCSB and files were looked at during this time. Files are maintained in a locked filing cabinet in the Exceptional Education Director's office, which is also locked. Files are available for review by appropriate persons in this Directors office. Files are worked on updated daily to remain in compliance and are not left unattended.
- Created an Early Identification and RTI program within the school setting, share program with parents, train staff on responsibilities of program and implement. This rolled out the following year. Staff received training in August and throughout the year.
- Hired more support staff to assist with specific student need. BASIS DC hired 3 Exceptional Education teachers and one paraprofessional.
- Increased student/teacher hours for students who need additional support.



Section D.

Finance Plan

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D. Finance Plan

1. Facilities (to be identified)

Space Requirements

BASIS DC Primary will require a facility of approximately 35,000 square feet that will accommodate roughly 540 students at full capacity. The ideal building will include nine regular classrooms, three Kindergarten rooms, two science rooms, a fine arts room, a multi-purpose room (for assemblies and lunch), a teachers' lounge, a nurse's office, one conference room, one "pull-out" room for small groups, a front office, five faculty and administrative offices, a gym and/or indoor play area, playground facilities, and parking.

Sites Under Consideration

BDC has not yet identified a location for the BASIS DC Primary campuses. As we establish the initial BASIS DC K-4 program we will closely examine demand and continue to explore facility options across the District. We have been engaging in an active search for appropriate K-4 facilities since June of 2014 and have identified several promising options for the first campus. The BDC Board has been actively engaged in this search and have provided valuable feedback and we will continue to aggressively peruse options based on the approval of this application and the Board's direction. Among the criteria we are examining as we search are: location and accessibility, surrounding community support, access to recreation areas, and of course, fiscal viability. We look forward to continuing this work upon PCSB's approval of the BASIS DC expansion request and welcome the input of the Board, staff, and community members on our facility search. The following mission-critical space requirements are guiding the search for space:

- The space must be 30,000–35,000 square feet with capacity to serve up to 540 students and all staff
- The space must meet all ADA requirements
- The space must meet all compliance requirements from the regulatory agency overseeing child development facilities in the District of Columbia

Additionally, spaces within walking distance of a metro stop are strongly preferred. The two campuses together will recruit students from all parts of the District.

The following potential sites for a BASIS DC primary school have been investigated as of this writing:

- **Ward 3** – 5025 Wisconsin Ave NW
- **Ward 4** - 6200 2nd St NW
- **Ward 6** - 375 E St SW
- **Ward 5** - 711 Edgewood St NE

Additionally, we have considered the following options in Wards 1 and 2:

- **Ward 1** – 3224 16th St NW
- **Ward 2** – 909 E Street NW

While these Wards were not part of our initial target area, their central location makes them easily accessible for students from all over the District. Our final selection will depend upon real estate availability.

In investigating these sites and others, it is apparent that several facility options are available within the target areas for BASIS DC Primary. Please see section C.1.c, Planning Year, for a timeline, including facility deadlines and milestones. The facility options we are considering will align with our aim described in the Establishing the Need section to serve the entire District with a complete K–12 program at BASIS DC and the two BASIS DC Primary campuses.

Effect of Location

As described previously, BDC plans to open two primary schools: one serving the Western half of the District and one serving the Eastern side. The location of each campus will be chosen in order to provide maximal accessibility for students in each target area. Priority will be given to locations near a Metro station and other public transportation options. The goal of opening two campuses together, with the middle and high school located in the heart of downtown D.C., is to provide a complete K–12 program that is easily accessible to any and all families in the District. Student recruiting strategies will capitalize on this fact by reaching out to families in every ward, and selecting central locations will reduce transportation costs and logistical difficulties for families.

Securing a Facility

BASIS.ed has been exploring potential sites for a BASIS DC Primary school since 2014, clearly outlining its requirements with the West, Lane, and Schlager (WLS) real estate brokerage firm during that time. WLS is a D.C.-based firm with a 20-year history and deep ties to the community.

The BASIS.ed Charter School Development team, in concert with WLS, keeps a close eye on potential facilities in D.C., including offices that can be converted into a school, schools that are closing down, and already-vacant schools that come onto the market. Over time, BASIS.ed has built a reputation for being able to close major deals under creative circumstances, and the Charter School Development team has been involved in nine major real estate transactions, valued at a combined \$18 million, within the last two years. These factors mean BASIS.ed-managed schools nearly always find willing partners on the other side of the negotiating table.

Facilities Financing Plan

BASIS Schools, Inc. (BSI) intends to use tax-exempt municipal bond financing to fund the purchase or lease of a suitable facility. In the latter case, bond funding would be used only for furniture, fixtures, and equipment (FF&E) and necessary renovations to the building beyond the tenant-improvement allowance provided by the landlord. BSI has coordinated this funding method on behalf of BASIS Schools, Inc. for its new schools every year since 2010; transactions total approximately \$215 million.

If, for any reason, bond funding is unavailable, other options are available. BASIS Schools, Inc. has relationships with several commercial lenders who have expressed a strong willingness to provide the necessary funding for either or both BASIS DC Primary projects.

2. Finance


Specific Financial Goals and Objectives

The overarching financial goals and objectives for the projected five-year budget are: (1) to maximize instructional spending through operational savings; and (2) to raise faculty salaries whenever possible. BASIS.ed constantly seeks out efficiencies in operations so as to send as much revenue as possible to the classroom. For example, the loans on the BASIS DC building were refinanced in 2016, leading to present-value savings on debt service of more than \$6.5 million over the life of the loan. Other operational efficiencies built into the BASIS.ed Model include maximizing schedule efficiency to ensure that classrooms are full all day, and including relatively few sports amenities in order to concentrate the school's limited funds on academics.

On the capital improvements and equipment side, BASIS DC Primary will aim to have a \$250,000 capital reserve account at all times, funded by each year's budget surplus. This account would be used for building repairs and replacement of expensive items and equipment, such as textbooks, computers, and copiers. The goal will be to maintain a balance of \$250,000 at all times, replenishing the account any time funds are withdrawn.

Contingencies

Several contingencies are available in the event that funds for per-pupil allocations are not available when expected, are lower than expected, or outlays are higher than expected. The first option is flexibility in debt service. As of January 2016 (in a first-in-the-nation arrangement), BASIS DC is now part of an "obligated group" with 12 BASIS.ed-managed charter schools in Arizona, whereby all of the schools in the group are cross-collateralized and pay for debt service as a single unit. BASIS DC Primary will be part of this group, as well. Thus if, for example, per-pupil revenue were to be cut in D.C., this arrangement would allow the other schools in the group to take on more debt service, reducing the burden on BASIS DC Primary.



These two contingency plans are robust, and the addition of the obligated group has significantly reduced the exposure to risk for BASIS DC and any future BASIS.ed-managed schools in the District.

Anticipated Financial Transfers

The management fee is the only way BDC pays BASIS.ed. This fee is a percentage charge against BDC's operating revenue. BASIS.ed does not provide start-up funds or any other funds or loans to BDC. BASIS DC, BDC's only currently operating school, pays into a "New Schools" account, dedicated to start-up funds for future BDC schools. This will be BASIS DC Primary's only source of start-up funds.

Planned Fundraising Efforts

The only planned fundraising effort for BASIS DC Primary will be the Annual Teacher Fund (as is currently the case at all BASIS.ed-managed charter schools), which supplements for operating expenses. Funds raised through this program are used entirely for teacher bonuses. These bonuses help recruit top talent

to become BASIS.ed teachers, since they know that their base salaries will not constitute their entire annual compensation.

No fundraising is required for planning or development of new schools. The New Schools account described previously covers all costs prior to opening the school.

Cash-Flow Management Plan

The largest sources of revenue for BASIS DC Primary will be per-pupil funding and reimbursable activities revenue, both of which are heavily weighted toward the beginning of the school year. This helps build up the school's cash reserves early on. From that point forward, expenses are mostly linear and are, thus, easy to manage. One of the largest non-linear expenses—teacher bonuses—is paid at the end of the school year, specifically to help with cash-flow management.

3. Budget Workbook

5-Year Projections

A	B	C	D	E	F	G	H	I	J	K
1	PCSB Charter Application			BASIS DC Primary						
2	5-Year Financial Projections									
3										
4										
5										Assumptions
6	REVENUE									
7	Per Pupil Charter Payments	3,737,604	4,105,789	4,483,186	4,861,078	5,230,764				
8	Per Pupil Facilities Allowance	1,024,452	1,121,275	1,218,039	1,314,783	1,405,350				
9	Federal Entitlements	39,360	43,080	46,800	50,520	54,240				Federal IDEA and Title II funding @ \$60 per student (each)
10	Other Government Funding/Grants	-	-	-	-	-				
11	Private Grants and Donations	100,000	150,000	150,000	150,000	150,000				Donations to Annual Teacher Fund (for bonuses only)
12	Activity Fees	182,096	198,956	215,817	232,678	249,538				Revenue from food service, after school activities, extracurriculars, and summer activities
13	Other Income	-	-	-	-	-				
14	TOTAL REVENUES	5,083,512	5,619,101	6,113,902	6,609,059	7,089,893				
15	ORDINARY EXPENSE									
16	Personnel Salaries and Benefits									
17	Principal/Executive Salary	142,916	144,346	145,789	147,247	148,719				
18	Teachers Salaries	1,174,641	1,349,638	1,477,028	1,606,846	1,739,128				Includes Annual Teacher Fund disbursements
19	Special Education Salaries	131,701	133,018	185,369	187,829	189,707				Special Education Coordinator and Learning Specialist
20	Summer School Salaries	-	-	-	-	-				
21	Teacher Aides/Assistants Salaries	352,926	356,455	360,019	363,620	367,256				All Teaching Fellows
22	Before/After Care Salaries	-	-	-	-	-				
23	Other Education Professionals Salaries	185,211	319,329	323,128	326,359	329,623				ELL Specialist, Dir. Student Affairs, Dir. Academic Programs, Dean(s) of Students, and Curriculum Coordinator
24	Business/Operations Salaries	83,322	84,761	146,827	148,295	149,778				Head of Operations and Auxiliary Programs Coordinator
25	Clerical Salaries	-	-	54,600	110,291	111,334				Front Office Assistants
26	Custodial Salaries	-	-	-	-	-				
27	Other Staff Salaries	120,582	163,069	164,700	244,553	246,999				Registrar, Health Coordinator, Technology Coordinator, and Facilities Coordinator
28	Employee Benefits	425,701	488,647	551,090	607,456	637,485				20% of all salaries except Monitor
29	Contracted Staff	-	-	18,362	37,091	56,193				Monitor
30	Staff Recruitment Expense	10,362	10,362	10,362	10,362	10,362				Supplemental recruiting costs not covered by Management Fee, based on historical actuals for BASIS DC
31	Staff Development Expense	45,000	45,000	45,000	45,000	45,000				Standard annual professional development costs
32	Subtotal: Personnel Expense	2,672,962	3,095,225	3,482,874	3,834,950	4,031,644				
33	Direct Student Expense									
34	Textbooks	29,520	2,790	2,790	2,790	2,790				\$30 per new student, based on historical actuals at BASIS DC
35	Student Supplies and Materials	14,629	16,011	17,394	18,777	20,159				\$44.60 per student, based on historical actuals for BASIS DC
36	Library and Media Center Materials	-	-	-	-	-				
37	Student Assessment Materials	18,286	20,014	21,743	23,471	25,199				\$55.75 per student, based on historical actuals for BASIS DC and adding ISA testing for 3rd and 4th graders
38	Contracted Student Services	21,943	24,017	26,091	28,165	30,239				\$66.90 per student, based on historical actuals for BASIS DC
39	Miscellaneous Student Expense	39,360	43,080	46,800	50,520	54,240				IDEA expense
40	Subtotal: Direct Student Expense	123,738	105,913	114,818	123,722	132,627				
41	Occupancy Expenses									
42	Rent	778,740	816,000	832,320	848,966	865,946				Amount based on actual proposals received. 2% annual rent increase
43	Building Maintenance and Repairs	178,137	178,137	178,137	178,137	178,137				\$4.58 per square foot, based on historical actuals for BASIS DC
44	Utilities	59,379	59,379	59,379	59,379	59,379				\$1.53 per square foot, based on historical actuals for BASIS DC
45	Janitorial Supplies	3,400	3,400	3,400	3,400	3,400				\$0.085 per square foot, based on historical actuals for BASIS DC
46	Contracted Building Services	-	-	-	-	-				
47	Subtotal: Occupancy Expenses	1,019,656	1,056,916	1,073,236	1,089,882	1,106,861				
48	Office Expenses									
49	Office Supplies and Materials	17,500	17,500	17,500	17,500	17,500				Based on historical actuals for BASIS DC
50	Office Equipment Rental and Maintenance	13,000	13,000	13,000	13,000	13,000				Based on historical actuals for BASIS DC
51	Telephone/Telecommunications	6,625	6,625	6,625	6,625	6,625				Based on historical actuals for BASIS DC
52	Legal, Accounting and Payroll Services	5,000	5,000	5,000	5,000	5,000				Based on historical actuals for BASIS DC
53	Printing and Copying	2,500	2,500	2,500	2,500	2,500				Based on historical actuals for BASIS DC
54	Postage and Shipping	1,000	1,000	1,000	1,000	1,000				Based on historical actuals for BASIS DC
55	Other	55,451	55,451	55,451	55,451	55,451				License renewals and annual memberships, based on historical actuals for BASIS DC
56	Subtotal: Office Expenses	101,076	101,076	101,076	101,076	101,076				
57	General Expenses									
58	Insurance	91,304	91,304	91,304	91,304	91,304				Based on historical actuals for BASIS DC
59	Transportation	-	-	-	-	-				No cost to the school. Students receive free bus passes from the District.
60	Food Service	83,398	91,776	99,554	107,331	115,109				Cost for breakfast and lunch based on historical actuals per student at BASIS DC
61	Administration Fee (to PCSB)	49,331	54,691	59,639	64,591	69,399				1% of non-philanthropic revenues
62	Management Fee	591,363	660,244	718,394	776,564	833,062				11.75% of all revenues
63	Interest Expense	134,074	134,074	134,074	134,074	134,074				Annual debt payment on furniture at 28 years, 5% interest
64	Activity Costs	38,097	107,180	116,263	125,347	134,430				Costs for after school activities, extracurriculars, and summer activities. Assume break-even.
65	Marketing Expense	15,000	15,000	15,000	15,000	15,000				Costs for marketing during student enrollment season
66	Other General Expense	75,000	75,000	75,000	75,000	20,000				Costs for BDC new school development. Assumes no new campuses open after Year 4.
67	Subtotal: General Expenses	1,138,187	1,229,269	1,309,217	1,389,210	1,412,377				
68	TOTAL ORDINARY EXPENSES	5,055,619	5,588,398	6,081,220	6,538,840	6,784,586				
69	NET ORDINARY INCOME	27,893	30,702	32,682	70,219	305,307				
70	Depreciation Expense	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
71	NET INCOME	27,893	30,702	32,682	70,219	305,307				
72	CASH FLOWS									
73	Operating Activities									
74	Depreciation	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
75	(Increase)/Decrease in Current Assets	-	-	-	-	-				
76	Increase/(Decrease) in Current Liabilities	-	-	-	-	-				
77	Cash Flows from Operations	27,893	30,702	32,682	70,219	305,307				
78	Investing Activities									
79	Purchase of property, plant and equipment	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
80	Purchase of investment securities	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
81	Other investing activities	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
82	Cash Flows from Investing	-	-	-	-	-				
83	Financing Activities									
84	Proceeds from loans	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
85	Repayment of loans	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
86	Other financing activities	-	-	-	-	-				Not applicable to BDC, A Public Charter School, Inc.
87	Cash Flows from Investing	-	-	-	-	-				
88	NET CHANGE IN CASH	27,893	30,702	32,682	70,219	305,307				
89	Cash, Beginning Balance	-	27,893	58,596	91,278	161,496				
90	Cash, Ending Balance	27,893	58,596	91,278	161,496	466,803				

Planning Year and First Year Financial Projections

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	PCSB Charter Application	BASIS DC Primary													
2	Planning Year and First Year Financial Projections														
3															
4	REVENUE		Q1	Q2	Q3	Q4	Planning Year			Q1	Q2	Q3	Q4		
5	Per Pupil Charter Payments	-	-	-	-	-	-	-	924,909	924,909	924,909	924,909	924,909	-	-
6	Per Pupil Facilities Allowance	-	-	-	-	-	-	-	252,990	252,990	252,990	252,990	252,990	-	-
7	Federal Entitlements	-	-	-	-	-	-	-	9,840	9,840	9,840	9,840	9,840	-	-
8	Other Government Funding/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	Private Grants and Donations	-	-	-	-	-	-	-	8,333	33,333	25,000	33,333	33,333	-	-
10	Activity Fees	-	-	-	-	-	-	-	68,296	68,296	45,524	45,524	45,524	-	-
11	Other Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	TOTAL REVENUES	-	-	-	-	-	-	-	1,264,358	1,289,358	1,258,263	1,221,072	1,221,072	-	-
13															
14	ORDINARY EXPENSE														
15	Personnel Salaries and Benefits														
16	Principal/Executive Salary	-	-	35,729	-	35,729	71,458	35,729	35,729	35,729	35,729	35,729	35,729	-	-
17	Teachers Salaries	-	-	-	-	-	20,274	268,660	268,660	268,660	268,660	268,660	268,660	-	-
18	Special Education Salaries	-	-	-	-	20,274	32,325	32,325	32,325	32,325	32,325	32,325	32,325	-	-
19	Summer School Salaries	-	-	-	-	-	-	88,231	88,231	88,231	88,231	88,231	88,231	-	-
20	Teacher Aides/Assistants Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	Before/After Care Salaries	-	-	-	-	-	-	46,303	46,303	46,303	46,303	46,303	46,303	-	-
22	Other Education Professionals Salaries	-	-	-	-	-	-	20,980	20,980	20,980	20,980	20,980	20,980	-	-
23	Business/Operations Salaries	-	-	20,980	-	20,980	41,961	-	-	-	-	-	-	-	-
24	Clerical Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	Custodial Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Other Staff Salaries	-	-	14,192	-	14,192	42,576	30,145	30,145	30,145	30,145	30,145	30,145	-	-
27	Employee Benefits	-	-	2,888	-	14,428	35,871	106,425	106,425	106,425	106,425	106,425	106,425	-	-
28	Contracted Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29	Staff Recruitment Expense	-	-	-	-	-	-	2,591	2,591	2,591	2,591	2,591	2,591	-	-
30	Staff Development Expense	-	-	-	-	-	-	11,250	11,250	11,250	11,250	11,250	11,250	-	-
31	Subtotal: Personnel Expense	-	-	17,080	-	85,330	212,140	643,240	643,240	643,240	643,240	643,240	743,240	-	-
32															
33	Direct Student Expense														
34	Textbooks	-	-	-	75,000	75,000	150,000	7,380.00	7,380.00	7,380.00	7,380.00	7,380.00	7,380.00	-	-
35	Student Supplies and Materials	-	-	-	-	-	-	3,657.20	3,657.20	3,657.20	3,657.20	3,657.20	3,657.20	-	-
36	Library and Media Center Materials	-	-	-	-	-	-	4,571.50	4,571.50	4,571.50	4,571.50	4,571.50	4,571.50	-	-
37	Student Assessment Materials	-	-	-	-	-	-	5,486	5,486	5,486	5,486	5,486	5,486	-	-
38	Contracted Student Services	-	-	-	-	-	-	9,840	9,840	9,840	9,840	9,840	9,840	-	-
39	Miscellaneous Student Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
40	Subtotal: Direct Student Expense	-	-	-	75,000	75,000	150,000	30,935	30,935	30,935	30,935	30,935	30,935	-	-
41															
42	Occupancy Expenses														
43	Rent	-	-	3,000	-	4,500	12,000	194,685	194,685	194,685	194,685	194,685	194,685	-	-
44	Building Maintenance and Repairs	-	-	-	-	-	-	44,534	44,534	44,534	44,534	44,534	44,534	-	-
45	Utilities	-	-	800	-	1,200	3,200	14,845	14,845	14,845	14,845	14,845	14,845	-	-
46	Janitorial Supplies	-	-	500	-	500	1,500	850	850	850	850	850	850	-	-
47	Contracted Building Services	-	-	750	-	750	2,250	-	-	-	-	-	-	-	-
48	Subtotal: Occupancy Expenses	-	-	5,050	-	6,950	18,950	254,914	254,914	254,914	254,914	254,914	254,914	-	-
49															
50	Office Expenses														
51	Office Supplies and Materials	-	-	1,000	-	1,500	4,000	4,375	4,375	4,375	4,375	4,375	4,375	-	-
52	Office Equipment Rental and Maintenance	-	-	-	-	-	-	3,250	3,250	3,250	3,250	3,250	3,250	-	-
53	Telephone/Telecommunications	-	-	500	-	1,000	2,500	1,656	1,656	1,656	1,656	1,656	1,656	-	-
54	Legal, Accounting and Payroll Services	2,500	-	8,000	-	10,000	22,500	1,250	1,250	1,250	1,250	1,250	1,250	-	-
55	Printing and Copying	500	-	5,000	-	1,000	7,500	625	625	625	625	625	625	-	-
56	Postage and Shipping	50	-	50	-	50	200	250	250	250	250	250	250	-	-
57	Other	-	-	-	-	-	-	13,863	13,863	13,863	13,863	13,863	13,863	-	-
58	Subtotal: Office Expenses	3,050	-	14,550	-	13,550	36,700	25,269	25,269	25,269	25,269	25,269	25,269	-	-
59															
60	General Expenses														
61	Insurance	-	-	-	-	-	-	22,826	22,826	22,826	22,826	22,826	22,826	-	-
62	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
63	Food Service	-	-	-	-	-	-	19,963	19,963	19,963	19,963	19,963	19,963	-	-
64	Administration Fee (to PCSB)	-	-	-	-	-	-	12,333	12,333	12,333	12,333	12,333	12,333	-	-
65	Management Fee	-	-	-	-	-	-	148,562	151,500	147,846	143,476	143,476	143,476	-	-
66	Interest Expense	-	-	-	-	-	-	33,518	33,518	33,518	33,518	33,518	33,518	-	-
67	Marketing Expense	2,000	-	30,000	-	7,500	40,000	3,750	3,750	3,750	3,750	3,750	3,750	-	-
68	Other General Expense	-	-	-	-	-	-	22,500	22,500	22,500	22,500	22,500	22,500	-	-
69	Subtotal: General Expenses	2,000	-	30,000	-	7,500	40,000	263,452	266,389	262,735	258,366	258,366	258,366	-	-
70	TOTAL ORDINARY EXPENSES	5,050	-	66,680	-	188,330	457,790	1,217,809	1,220,747	1,217,093	1,312,723	1,312,723	1,312,723	-	-
71	NET ORDINARY INCOME	(5,050)	-	(66,680)	-	(188,330)	(457,790)	46,548	68,611	41,169	(91,651)	(91,651)	(91,651)	-	-
72															
73	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
74	NET INCOME	(5,050)	-	(66,680)	-	(188,330)	(457,790)	46,548	68,611	41,169	(91,651)	(91,651)	(91,651)	-	-
75															
76	CASH FLOWS														
77	Operating Activities														
78	Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
79	(Increase)/Decrease in Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80	Increase/(Decrease) in Current Liabilities	-	-	-	-	-	-	471,159	404,784	(437,972)	(437,972)	(437,972)	(437,972)	-	-
81	Cash Flows from Operations	(5,050)	-	(66,680)	-	(188,330)	(457,790)	517,708	473,394	(396,802)	(529,623)	(529,623)	(529,623)	-	-
82															
83	Investing Activities														
84	Purchase of property, plant and equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
85	Purchase of investment securities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
86	Other investing activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
87	Cash Flows from Investing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
88															
89	Financing Activities														
90	Proceeds from loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
91	Repayment of loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-
92	Other financing activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
93	Cash Flows from Investing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
94															
95	NET CHANGE IN CASH	(5,050)	-	(66,680)	-	(188,330)	(457,790)	517,708	473,394	(396,802)	(529,623)	(529,623)	(529,623)	-	-
96															
97	Cash, Beginning Balance	473,788	-	468,738	-	402,058	213,728	517,708	991,102	991,102	594,300	594,300	594,300	-	-
98	Cash, Ending Balance	468,738	-	402,058	-	213,728	15,938	517,708	991,102	594,300	64,677	64,677	64,677	-	-
99															
100															
101															

Enrollment Projections

1	PCSB Charter Application	BASIS DC Primary				
2	Enrollment Projections					
3						
4	TOTAL ENROLLMENT	Year 1	Year 2	Year 3	Year 4	Year 5
5	Pre-Kindergarten 3					
6	Pre-Kindergarten 4					
7	Kindergarten	84	84	84	84	84
8	Grades 1	61	92	92	92	92
9	Grades 2	61	61	92	92	92
10	Grades 3	61	61	61	92	92
11	Grades 4	61	61	61	61	92
12	Grades 5					
13	Grades 6					
14	Grades 7					
15	Grades 8					
16	Grades 9					
17	Grades 10					
18	Grades 11					
19	Grades 12					
20	Alternative					
21	Special Ed Schools					
22	Adult					
23	TOTAL ENROLLMENT	328	359	390	421	452
24						
25	Special Education	Year 1	Year 2	Year 3	Year 4	Year 5
26	Level 1	19	21	23	24	26
27	Level 2	4	4	5	5	5
28	Level 3	0	0	0	0	0
29	Level 4	0	0	0	0	0
30	Subtotal for Special Ed	23	25	28	29	31
31						
32	English Language Learners	Year 1	Year 2	Year 3	Year 4	Year 5
33	Subtotal - ELL	10	11	12	13	14
34						
35	Special Education-Residential	Year 1	Year 2	Year 3	Year 4	Year 5
36	Level 1 Residential	0	0	0	0	0
37	Level 2 Residential	0	0	0	0	0
38	Level 3 Residential	0	0	0	0	0
39	Level 4 Residential	0	0	0	0	0
40	Subtotal for Special Ed Residential	0	0	0	0	0
41						
42	English as a Second Language Residential	Year 1	Year 2	Year 3	Year 4	Year 5
43	LEP/NEP Residential	0	0	0	0	0
44						
45	Residential	Year 1	Year 2	Year 3	Year 4	Year 5
46	Residential	0	0	0	0	0
47						
48	At-Risk Students	Year 1	Year 2	Year 3	Year 4	Year 5
49	At-Risk	0	0	0	0	0
50						
51	Special Education Add-ons (E	Year 1	Year 2	Year 3	Year 4	Year 5
52	Level 1 ESY	0	0	0	0	0
53	Level 2 ESY	0	0	0	0	0
54	Level 3 ESY	0	0	0	0	0
55	Level 4 ESY	0	0	0	0	0
56	Subtotal for Special Ed - ESY	0	0	0	0	0
57						
58	TOTAL ENROLLMENT	328	359	390	421	452
59						
60						
61						

Staffing Plan

1	PCSB Charter Application	BASIS DC Primary					
2	5 Year Staffing Plan						
3							
4							
5		Year 1		Year 2		Year 3	
6	Head of School	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
7	Head of Operations	1	\$ 142,916.49	\$ 142,916.49	1	\$ 144,346	\$ 144,346.66
8	Director of Student Affairs	1	\$ 83,921.89	\$ 83,921.89	1	\$ 84,761	\$ 84,761.11
9	Director of Academic Programs	0	\$ 74,781.89	\$ -	1	\$ 75,530	\$ 75,529.71
10	Dean of Students	1	\$ 74,781.89	\$ 74,781.89	1	\$ 75,530	\$ 75,529.71
11	Registrar	1	\$ 60,011.63	\$ 60,011.63	1	\$ 60,612	\$ 60,611.75
12	Curriculum Coordinator	1	\$ 56,767.76	\$ 56,767.76	1	\$ 57,335	\$ 57,335.44
13	Auxiliary Programs Coordinator	0	\$ 56,767.76	\$ -	1	\$ 57,335	\$ 57,335.44
14	Special Education Coordinator	0	\$ 60,011.63	\$ -	0	\$ 60,612	\$ -
15	Learning Specialist	1	\$ 81,096.80	\$ 81,096.80	1	\$ 81,908	\$ 81,907.77
16	ELL Specialist	1	\$ 50,604.07	\$ 50,604.07	1	\$ 51,110	\$ 51,110.11
17	Health Coordinator	1	\$ 50,417.95	\$ 50,417.95	1	\$ 50,922	\$ 50,922.13
18	Technology Coordinator	1	\$ 63,813.88	\$ 63,813.88	1	\$ 64,452	\$ 64,452.01
19	Facilities Coordinator	0	\$ 58,389.70	\$ -	0.2	\$ 58,974	\$ 11,794.72
20	Front Office Assistants	0	\$ 58,389.70	\$ -	0.5	\$ 58,974	\$ 29,486.80
21	Kindergarten Teacher	0	\$ 53,523.89	\$ -	0	\$ 54,059	\$ -
22	Learning Expert Teacher	3	\$ 56,560.03	\$ 169,680.10	3	\$ 57,126	\$ 171,376.90
23	Subject Expert Teacher	8	\$ 56,560.03	\$ 452,480.27	9	\$ 57,126	\$ 514,130.70
24	Teaching Fellow	8	\$ 56,560.03	\$ 452,480.27	9	\$ 57,126	\$ 514,130.70
25	Monitor (part-time)	7	\$ 50,417.95	\$ 352,925.63	7	\$ 50,922	\$ 356,454.89
26	TOTAL	35.00		\$ 2,091,898.63	39.70		\$ 2,401,215.54
27							
28			Rate/ Per Employee Expense	Total Expense		Rate/ Per Employee Expense	Total Expense
29	Health Insurance		6.0%	\$ 125,513.92		6.0%	\$ 144,072.93
30	Retirement Contributions		4.0%	\$ 83,675.95		4.0%	\$ 96,048.62
31	Social Security		6.20%	\$ 129,697.71		6.2%	\$ 148,875.36
32	Medicare		1.45%	\$ 30,332.53		1.5%	\$ 34,817.63
33	Unemployment		2.7%	\$ 56,481.26		2.7%	\$ 64,832.82
34	Other Employee Benefits			\$ -			\$ -
35			20%	\$ 425,701.37		20%	\$ 488,647.36
36							

1	PCSB Charter Application						
2	5 Year Staffing Plan						
3							
4							
5		Year 4		Year 5			
6	Head of School	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
7	Head of Operations	1	147,247	\$ 147,247.01	1	148,719	\$ 148,719.48
8	Director of Student Affairs	1	86,465	\$ 86,464.81	1	87,329	\$ 87,329.46
9	Director of Academic Programs	1	77,048	\$ 77,047.85	1	77,818	\$ 77,818.33
10	Dean of Students	1	77,048	\$ 77,047.85	1	77,818	\$ 77,818.33
11	Registrar	1	61,830	\$ 61,830.04	1	62,448	\$ 62,448.34
12	Curriculum Coordinator	1	58,488	\$ 58,487.88	1	59,073	\$ 59,072.76
13	Auxiliary Programs Coordinator	1	58,488	\$ 58,487.88	1	59,073	\$ 59,072.76
14	Special Education Coordinator	1	61,830	\$ 61,830.05	1	62,448	\$ 62,448.35
15	Learning Specialist	1	83,554	\$ 83,554.12	1	84,390	\$ 84,389.66
16	ELL Specialist	2	52,137	\$ 104,274.85	2	52,659	\$ 105,317.60
17	Health Coordinator	1	51,946	\$ 51,945.66	1	52,465	\$ 52,465.12
18	Technology Coordinator	1	65,748	\$ 65,747.50	1	66,405	\$ 66,404.98
19	Facilities Coordinator	1	60,159	\$ 60,158.96	1	60,761	\$ 60,760.55
20	Front Office Assistants	1	60,159	\$ 60,158.96	1	60,761	\$ 60,760.55
21	Kindergarten Teacher	2	55,146	\$ 110,291.43	2	55,697	\$ 111,394.35
22	Learning Expert Teacher	3	58,274	\$ 174,821.58	3	58,857	\$ 176,569.79
23	Subject Expert Teacher	11	58,274	\$ 641,012.45	12	58,857	\$ 706,279.17
24	Teaching Fellow	11	58,274	\$ 641,012.45	12	58,857	\$ 706,279.17
25	Monitor (part-time)	7	51,946	\$ 363,619.63	7	52,465	\$ 367,255.83
26	TOTAL	51.00		\$ 3,022,131.80	54.00		\$ 3,188,797.18
27							
28			Rate/ Per Employee Expense	Total Expense		Rate/ Per Employee Expense	Total Expense
29	Health Insurance		6.0%	\$ 179,102.46		6.0%	\$ 187,956.27
30	Retirement Contributions		4.0%	\$ 119,401.64		4.0%	\$ 125,304.18
31	Social Security		6.2%	\$ 185,072.54		6.2%	\$ 194,221.48
32	Medicare		1.5%	\$ 43,283.09		1.5%	\$ 45,422.77
33	Unemployment		2.7%	\$ 80,596.11		2.7%	\$ 84,580.32
34	Other Employee Benefits			\$ -			\$ -
35			20%	\$ 607,455.84		20%	\$ 637,485.03
36							



Section E.

BASIS DC Primary School Development
Team – Founding Group Supporting
Documents

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Peter Bezanson, CEO, BASIS.ed

Peter Bezanson

EDUCATION

THE UNIVERSITY OF IOWA

Degree Conferred 2005

Ph.D. in Philosophy

Areas of Specialization / Concentration: 18th and 19th Century Philosophy, History of Modern Philosophy, Logic

Dissertation: *Idealism: A Brief History, Taxonomy, and Nietzschean Evaluation*

THE UNIVERSITY OF IOWA

Degree Conferred 1999

M.A. in Philosophy

Areas of Specialization: 18th & 19th Century Philosophy, History of Modern Philosophy, Logic

ST. JOHN'S COLLEGE

Degree Conferred 1994

Bachelor of Arts

Double Major in Philosophy and History of Mathematics

Double Minor in Linguistics and Classics

CURRENT POSITION

BASIS.ed

2014 - present

Chief Executive Officer

OTHER NOTABLE EDUCATION INDUSTRY EXPERIENCE

GREAT HEARTS ACADEMIES

2001 - 2014

Positions Held:

President, Great Hearts Texas

Chief Growth Officer, Great Hearts America

Chief Academic Officer, Great Hearts Arizona

Head of School, Scottsdale Preparatory Academy

Teacher, Tempe Preparatory Academy

MESA COMMUNITY COLLEGE

1998-2014

Adjunct Philosophy Faculty in Philosophy Department

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

2007-2015

Director (2 Terms); Vice President (1 Term)

Ashley Brown, Vice President of Charter School Management, BASIS.ed Central Office

ASHLEY H. BROWN



PROFESSIONAL EXPERIENCE

BASIS Educational Group

Scottsdale, Arizona

Nationally top-ranked public charter school system offering a rigorous college preparatory curriculum from kindergarten to 12th grade recognized as one of the nation's top educational institutions. The rigorous education at BASIS readies students for the competitive collegiate admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, enriching their lives.

Vice President, Charter Schools Management, BASIS.ed

July 2014 – present

Previous position includes Associate Vice President, Charter Schools Management

Responsibilities:

- Manage, mentor and provide central support to the teams of school leadership professionals: Head of School, Head of Operations, Directors and Deans of Students at 21 network schools. Ensure faculty quality to uphold and improve on BASIS academic results.
- Oversee budgets and expenditures for schools; ensure alignment to school payroll and discretionary budgets.
- Serves as a spokesperson for large scale recruiting events, community building events and meetings for reporting purposes.
- Successful history of working collaboratively to resolve disputes within school communities; often times negotiating between school personnel, central office personnel, families, and community.
- Experienced in school start-up processes establishing positive rapport with communities, oversees student recruitment and enrollment, and drives academic standards in new and existing schools.

Head of School, BASIS Peoria

July 2012 – June 2014

Specializing in the management of nearly 65 staff members, 750 students, and all activities related to school, both curricular and extracurricular; managing staff communication to maintain a positive environment and an encouraging community.

Responsibilities:

- Responsible for all academics and results; regularly observed and evaluated teachers providing constructive feedback; resolved parent concerns; managed day-to-day operations.
- Creating a culture of encouragement, high academic standards, and high achievement. Maintaining constant communication, both written and oral, to staff, parents and students. Monitor and maintain a safe, productive environment for students and staff.
- Spearheaded and steered annual fundraising campaign securing over \$300,000 to distribute as bonuses to teachers.
- Initiating student, teacher and staff recruitment, screening and interviewing as needed throughout the school year. Soliciting feedback from students, teachers and parents taking appropriate actions in a timely manner.

School Director and Upper School Teacher, BASIS Peoria

January 2011 – July 2012

Specializing in the supervision of over 750 students; managing parent and student communications, driving the academic support program ensuring that each child has the ability to succeed.

Responsibilities:

- Taught economics, AP economics, and mathematics courses to middle and upper school students.
- Managed an academic support program to assist students in their scholastic success, maintaining consistent communication with more than 750 students, parents and teachers.
- Directing all back office administrative tasks to include scheduling, grade reports, attendance, standardized testing and student health requirements.
- Managed exceptional students in both their individual academic and behavioral plans.

Liberty Fund, Inc.

Indianapolis, Indiana

Private nonprofit education organization that develops, supervises and finances its own education activities to benefit students, high school teachers and university faculty to encourage thought and foster discourse on enduring issues pertaining to liberty.

Fellow, Co-Sponsored Program

August 2008 – January 2011

Specializing in program evaluation and process design, cost accounting and budget negotiation, academic research for partnership opportunities with a broad knowledge of issues in social sciences, education, humanities and non-profit management.

Responsibilities:

- Design content and procedures for educational projects. Conduct extensive academic research, write and prepare proposals for board approval. Conduct program evaluations of educational programs.
- Manage relationships with partner institutions worldwide. Conduct ongoing evaluation of co-sponsored education programs and institutions through travel to observe academic conferences, data collection, review of institution reports, and contact with personnel and program attendees.
- Manage \$13MM annual budget. Perform detailed analysis, forensic accounting and cost analysis for department.
- Manage financial procedures and records consistent with audit requirements and board member requests. Prepare annual budget and maintain/improve budget limitations to meet Liberty Fund annual objectives and standards.
- Explore program expansion through evaluation of potential institutions by researching operations. Meet with appropriate individuals within and outside of the institution.
- Develop new program called Young Scholars Initiative to identify, promote and foster young promising scholars.

Ivy Tech Community College

Indianapolis, Indiana

Professor of Economics, Adjunct Faculty

August 2009 – December 2010

Faculty member teaching two courses each semester with approximately 30 students in each class. Providing classroom instruction on various disciplines and topics in accordance with the college's requirements.

Responsibilities:

- Design curriculum, material, course outlines and classroom resources for academic programs for undergraduate economic courses.
- Instruct, lecture and communicate effectively with students of diverse backgrounds.
- Evaluate and critique papers, assignments and exams for 16 week courses.
- Prepare coursework, lessons and develop teaching strategies to engage students in an interactive learning

process.

Arizona Council on Economic Education

Scottsdale, Arizona

Nonprofit organization working to help Arizona students develop economic ways of thinking and problem solving that they can use in their lives as knowledgeable consumers, savers, and investors, become productive members of the workforce, responsible citizens, and informed participants in a global economy.

Program and Development Officer

June 2006 – August 2008

Results-orientated executive with the ability to manage multiple projects simultaneously within budget and deadlines. Provided program direction, assisted in management of multiple investors and 25-member Board of Directors

Responsibilities:

- Manage annual budget of \$750,000 handling all financials to include payroll, reconciliations, receivables, deposits, monthly and annual reports.
- Manage over 120 educational programs annually to ensure quality, continuity of presentation and curriculum content, and alignment with state of Arizona academic standards. Develop guidebooks for economic education professional development and teacher training programs.
- Administer assessments and evaluations of programs, collecting and interpreting data in alignment with grant requirements. Compose and submit grant reports upon conclusion of project.
- Cultivate relationships and conducted research for investment opportunities among corporations and foundations helping to increase annual contributions by \$300,000 with the single highest gift being \$85,000.
- Manage all fundraising special events, public relations and community outreach efforts increasing annual revenue by nearly \$170,000 during my term, organizing the first Speaker Series event for 320 attendees.
- Play critical role in raising over \$2.05MM during my tenure.
- Guest speaker and presenter at national and state conferences for social studies, economics and financial education.

Development Officer

February 2003 – June

2006

Management professional with full development planning, operating, financial, and administrative responsibility for multi-faceted campaigns.

- Created monthly published newsletter, managed all media relations and public outreach to maintain regular communication with funders and community members.
- Built annual fundraising campaigns to more than double annual revenue. Manage, prepare and execute multiple annual special events. Create and distribute communication and marketing materials, maintain budget and cost controls, and coordinate meetings with corporate sponsors soliciting support.
- Initiated new campaign to help grow donor base and community awareness. Increased major annual gifts by close to \$100,000 annually, including three institutions commitment to investing over \$50,000 annually.
- Managed annual budget of \$750,000 handling all financials and operations to include human resource professional, payroll, reconciliations, receivables, deposits, monthly and annual statements and reports.

EDUCATION

Master of Arts

University of Delaware • Newark, Delaware

Area of Study: Economics • summa cum laude

Emphasis: Education and Entrepreneurship

Bachelor of Arts

Central Michigan University • Mount Pleasant, Michigan

Area of Study: Art • magna cum laude

Emphasis: Three-Dimensional Sculpture

Tim Eyerman, Head of School, BASIS DC, BDC Employee

Timothy David Eyerman

Education:

University of Phoenix Phoenix, AZ March 2012

- Master of Education and Administration

• Awarded a full scholarship through Teach for America

Arizona State University Glendale/Phoenix, AZ May 2009

- Master of Education: Secondary

Allegheny College Meadville, PA December 2006

- BA: History, Minor: Latin

- Alden Scholar 2003-2005 (Dean's List)

Experience:

Head of School

July 2015-Present

BASIS DC (BASIS.ed)

- Leading the #1 middle school and high school in DC

- Managing staff of over 70

BASIS Phoenix Central (BASIS.ed)

July 2014-July 2015

- Founding Principal

- Hired and manage staff of over 40

- Responsible for curriculum, observation, and culture

Upper School Director/College Counselor

BASIS Phoenix (BASIS.ed)

July 2013-July 2014

- Responsible for grades 8-11

- Compiled and recommend summer internships

- Observed and evaluate teachers

Teacher (Certified Middle Grades: math, E.La, social studies Secondary: history)

BASIS Phoenix (BASIS.ed) Phoenix, AZ

July 2012-July 2013

- Instructional Adviser (February 2013)

- Latin (6,7,8) and Classics (5) teacher (2013)

- Faculty Adviser to the Leadership Club

Phoenix Collegiate Academy Phoenix, AZ

July 2010-June 2012

- Math and English Language Arts teacher (2010-2011)

- Mentor teacher and Grade Level Chair

- Achieved over 70% mastery

Isaac Middle School Phoenix, AZ

August 2007- May 2010

- 7th Grade American History Teacher

- Achieved over 80% mastery in every class

Part Time Recruitment Specialist

September 2010-May 2011

Sanford Education Project Tempe, AZ

- Encouraging high school graduates to become future teachers

Teach For America Corps Member

June 2007-June 2009

Phoenix Corps Phoenix, AZ

- Selected from nationwide applicant pool of over 19,000

Leadership and Service

Aspiring Leaders Fellowship

June 2012- December 2012

- Chosen from over 60 applicants based on exemplary leadership

Arizona State Board for Charter Schools

May 2011-November 2014

- Appointed by Governor Jan Brewer

- Responsible for issuing and renewal of charters in Arizona

Frederick Sontag Prize in Urban Education Recipient

April 2010

- Taught in low-income school in Boston

- Worked with leaders from Harvard Continuing School of Education

Additional Activities and Service: Volunteer 3rd grade reading tutor (All-Star Tutoring) Phi Kappa Psi (President), Radio

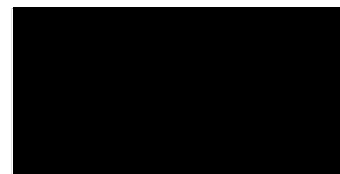
on-air talent, Flag football coach, Kids Voting Arizona Coordinator, QUEST for Kids mentor, St. Vincent DePaul

deliveries, P.F. Chang's Arizona Marathon finisher (2011, 2013, 2014), Phi Sigma Iota, Isaac Middle School Leadership

Council

Kate Gottfredson, Director of Research and Exceptional Student Services, BASIS.ed Central Office

KATHERINE A. GOTTFREDSON



PROFESSIONAL EXPERIENCE

BASIS.ed

Director of Research, Civil Rights, and Exceptional Student Services - Legal Division
(Tucson, AZ 8/12 – present)

Previous positions include: Director, National Growth and Policy; Director, Headquarters Division; Senior Advisor to the CEOs

- Provide central support to a network of twenty-one public charter schools on best practice and compliance with IDEA, Section 504 of the Rehabilitation Act, the ADA, and relevant state regulations concerning students with disabilities. Working with school leadership and the central curriculum team, identify areas for growth. Develop and provide targeted professional development for all school leadership, Special Education Coordinators, and all new teachers. Created an aligned special education and disability services training for schools to provide on-site to all faculty and staff.
- Identified and analyzed opportunities for BASIS charter school expansion across the country. Contributed to development of 5-year strategic plan for growth, incorporating a systematic approach to identifying and addressing potential operational constraints for replicating the BASIS school model. Engage in government relations efforts concerning legislation that will impact BASIS.ed managed charter schools.
- Oversaw the central office operations for a rapidly expanding network of charter schools, including human capital and human resources, legal and regulatory compliance, risk management, and communications. Key accomplishments include: implemented new recruiting software to more effectively identify and track qualified teaching applicants during the first major phase of BASIS charter school expansion; managed renegotiation of a comprehensive liability insurance package.

StudentsFirst

Policy and Legislative Manager; Interim California State Director
(Sacramento, CA 11/10 – 2/12)

As a member of the start-up team, worked directly with the Founder/CEO to launch a national nonprofit advocacy organization with a mission to transform public education in the U.S. through a student-centered grassroots and grass-tops imperative.

- Wrote multi-pronged policy agenda defining the education reform platform of the organization through facilitation of input from a broad range of policy experts and philanthropic supporters. Identified specific policy changes and vehicles for implementation (state law, regulatory, contractual) in the areas of teacher effectiveness, parent empowerment, school choice, and fiscal accountability. Spearheaded and managed team developing a 50-state interactive web-based database to identify state law alignment with the StudentsFirst Policy Agenda.

Rashida Jordan, Special Education Coordinator, BASIS DC, BDC Employee

RASHIDA JORDAN

EFFECTIVE SPECIAL EDUCATION TEACHER

Obtained a dual certification and license in elementary and special education

- An enthusiastic, creative, and passionate educator, and mentor who believes that all children can learn and thrive in an conducive environment that is stimulating, comforting and appropriate to their unique talents and abilities.
- Specializations include: Special Education, Emotional and Behavioral Disorders, Elementary School students, TACT2 Certification
- Engage Parents: Work closely with parents to ensure greater student success

Basis DC Public Charter School, Washington, DC

August 2013 – Present

Learning Specialist

- Provide Push-In and Pull –Out special education services to students with IEP, 504, and behavioral plans.
- Assist with the development of SMART academic and IEP goals.
- Provide corresponding instruction as dictated by a student's IEP plan.
- Services as a member of the Basis Multidisciplinary Team.
- Provide and monitor the delivery of accommodations of students with IEP and 504.
- Provide consultation to general education teachers to assist them in developing creative learning strategies to help with classroom instruction.

Exceptional Education Coordinator

- Coordinated the delivery of special education services for students with IEP, 504, ELL, and BIP
- Ensured students' Individualized Education Plans (IEPs) and the referral process for special education services were in compliance with federal regulations and standards
- Served as chair of IEP and Eligibility meetings
- Services as a member of the Basis Multidisciplinary Team.
- Provide and monitor the delivery of accommodations of students with IEP and 504.
- Provide consultation to general education teachers to assist them in developing creative learning strategies to help with classroom instruction.

DC Public Schools, Washington, DC

Nov 2011 – June 2013

Special Education Teacher Intern/Educational Aide - EBD

- Conducts group/individual cross curriculum engagement.
- Teach and elevate skill levels for struggling fourth and fifth grade students.
- Assists with the development and implementation of classroom Behavior Intervention Plans.

Highlighted Achievements

- Assists with the development and implementation of IEP and BIP goals.
- Increase parental involvement by consulting with parents regularly.
- Participates on the Positive Behavior Intervention Support leadership team

Prince George's Country Public School, Upper Marlboro, MD

Jan 2009 – June 2012

Long-Term Substitute Teacher

- Developed and successfully communicate academic lessons to a diverse range of students
- Implemented and developed strategic lesson plan based on individual student needs.
- Provided support to employees and administrators with the implementation of school policies.

TrueBridge Resource, Atlanta, GA

July 2008 – Dec 2008

Human Resource Consultant (Contractor)

- Managed key programs and developed human resource training curriculum.
- Delivered and evaluated training modules.
- Developed and distributed innovative reports and briefing materials.
- Advised a major federal organization in areas including recruitment and staffing, position classification, position management, and pay administration.

B.S., Business Administration, Delaware State University, Dover, DE – 2000

M.A., Public Administration, Central Michigan University, Mt. Pleasant, MI - 2004

M.A., Spec. Ed. Human Development, George Washington University, Washington, DC – 2013

M.D., Divinity, Wesley Theological Seminary, Washington, DC - 2014

Certificate in Human Resource Administration, Central Michigan University, Mt. Pleasant, MI - 2004

Certificate in Paralegal Studies, Prince George's Community College, Largo, MD -2006

PRAXIS II Content – PLT: Grades K-6 (5622), Spec Ed: CK & Applications (5354) & Elem ED Content Area Exercise (0012); TACT2 Certification; EASYIEP; SLED; Read 180

Linda Louis, Director of Special Curriculum Projects, BASIS.ed Central Office

L I N D A J . L O U I S

Education

Loyola University Chicago

MA in English, 2012

Michigan State University

Secondary Education (Type 09) Certificate, 2007

BA in English, Minor in History, Graduation with Honors 2006

Study Abroad Term in London, 2005

Professional Experience

BASIS.ed (Tucson & Scottsdale, AZ; Washington, DC)

2014-Present

Director of Curriculum Development, BASIS.ed

- ♦ Author applications/amendments for new BASIS.ed charter and international schools
- ♦ Evaluate curricular requirements in international markets and U.S. states for proposed new BASIS.ed schools; plan any necessary adaptations of the content and sequence of the BASIS.ed curriculum
- ♦ Write Academic copy for websites, marketing materials, grant proposals, and network-wide materials
- ♦ Manage Academic requirements of BASIS.ed's International Student Program

Curriculum Systems Director, BASIS.ed

- ♦ Co-developed and managed an innovative database for BASIS.ed curriculum and assessment
- ♦ Developed and conducted training/provided user-support for over a thousand users across the network
- ♦ Provided network-level support to Heads of Schools, Coordinators, and other school personnel in monitoring results, meeting deadlines, and understanding multifaceted comparisons across eighteen schools
- ♦ Integrated research on assessments, state/national/College Board standards and international benchmarks, and the rigorous BASIS.ed curriculum into readiness tests for prospective students. Review the reading and writing portions and analyze the results for student placement into BASIS courses
- ♦ Facilitated BASIS.ed network's Subject Advisors' arrangement and ordering of the curriculum

Assistant Head of Operations, BASIS DC

- ♦ Processed billing, payments, deposits and reimbursements; ordered supplies for the school, and maintained organization of the Operations office
- ♦ Communicated with parents, coordinated outreach opportunities & field trips with museums and other educational institutions, and facilitated improvements in the Late Bird after-care program for students

University of Arizona (Tucson, AZ)

2012-2013

Instructor of Record

- ♦ Taught four sections of English 101 (Composition) and two sections of English 102 (Rhetoric). Designed lessons, managed course websites and message boards, edited drafts, graded essays, adapted teaching to students' needs, & maintained office hours

Writing Program Placement Advisor

- ♦ Evaluated entrance exams, placed students into writing program courses, and advised students

Michelle Mason, Associate Vice President of Academics, BASIS.ed Central Office

Michelle Mason

Education

MA CLASSICS | 1998 | UNIVERSITY OF ARIZONA

- Classical Archaeology
- Latin Emphasis

BA ANTHROPOLOGY | 1995 | UNIVERSITY OF ARIZONA

- Major: Anthropology
- Minor: Russian

Awards

**FULBRIGHT | 2010 | AMERICAN ACADEMY IN ROME, CLASSICAL SUMMER SCHOOL
PHI BETA KAPPA | 1995**

Administrative and Teaching Experience

ASSOCIATE VICE PRESIDENT, SCHOOL MANAGEMENT | BASIS.ED | JUNE 2016-PRESENT

- Management of non-teaching staff professional development, serving all BASIS.ed-managed schools which include Public Charter, Independent, and International Schools
- Management of two week summer Staff Training Institute
- Management and staffing of the SAM program – School Advisor Mentors who support and facilitate learning among their colleagues at all BASIS.ed-managed schools
- Development and implementation of the Leadership Development Program, designed to prepare high potential employees for future positions in school leadership

HEAD OF SCHOOL, BASIS ORO VALLEY | BASIS.ED | JUNE 2013-JUNE 2016

- Manager in charge of BASIS Oro Valley, grades 6-12 and BASIS Oro Valley Primary, grades K-5
- Nationally-ranked school recognized for academic excellence
- Directed the expansion of the existing 5-12 school to include grades K-4 in 2014
- Hiring of all new teaching and non-teaching staff
- Recruitment of over 600 students to the primary program

Responsibilities include:

- Hiring, observing, evaluating, and managing 75-100 teachers, 3 School Directors, 2 Special Education Coordinators, and 5 support staff
- Supervising the Faculty in the implementation of the BASIS.ed curriculum
- Supporting faculty in classroom management, teaching methods, assessment, and school procedures
- Managing student recruitment and retention
- Managing parent communication and creation of a positive school community
- Ensuring compliance with state and federal legal education requirements

Lower School director, BASIS Oro valley | basis.ed | January 2012-June 2013

- Primary contact for parents and students in grades 5-7
- Coordination of Academic Support Program

- Managing student discipline records and parent communication related to academic performance and behavioral expectations
- Coordinating substitutes and schedules
- Organizing and reviewing student academic results and progress, including course grades, Pre-Comprehensive and Comprehensive Exam results
- Serving as LEA representative for I.E.P. and 504 plan meetings for students in grades 5-7
- Scheduling of teacher student hours and parent hours, as well as scheduling of after-school activities and clubs
- Scheduling of before- and after-school tasks including Early Bird (before school study hall) and parking lot supervision

Latin teacher, basis Oro valley and basis Tucson | basis.ed | July 2007-december 2012

- Latin Instruction for grades 5-7
- Created and implemented first 5th grade Latin curriculum at BASIS
- Opened BASIS Oro Valley, establishing its Latin program
- Sponsored week-long summer educational tours of Italy for students

Adjunct lecturer, Department of classics | university of arizona | 1998-2006

- Latin Instruction – Elementary and Intermediate Latin

Latin Teacher | St. Michael's parish day school | 1998-2001

- Latin Instruction for grades 7 and 8
- History Instruction for grade 6

Carolyn McGarvey, Chief Schools Operator, BASIS.ed Central Office

Carolyn McGarvey

Professional Profile I have worked in the field of education for over 15 years now, all of which have been dedicated to the same network of schools known as BASIS Schools. I have been heavily involved in the day to day operations as well as management of the 25 schools that fall within the BASIS network and have worked in almost every position available to staff at each school. I began my association with BASIS as a volunteer nurse when my students began their education at the inaugural BASIS school, BASIS Tucson in 1998. Upon accepting employment with BASIS, I served as Head of School for BASIS Tucson and subsequently added the supervision of all BASIS teachers and several administrative and program assistants to my list of responsibilities as the BASIS network grew.

Professional Accomplishments

Chief Schools Officer

- Oversee the educational development and management of all schools and facilitate academic planning and reporting.
- Manage and supervise the VPs of Independent, Charter, and International Schools, while also working with all other BASIS.ed departments to ensure the schools receive a high quality service.
- Work in every aspect of school administration.
- Manage all of the 21 Heads of Schools for the BASIS Charter Schools throughout the nation for BASIS.ed.
- Oversee the operations and educational programming for all BASIS Schools.
- Mentor and advise my team of school leaders as well as routinely visit each school to ensure compliance and adherence to BASIS policies as well as State and local regulations.

Director of Charter Schools Division

- Oversaw the smooth operation of nine BASIS Schools.
- Coordinated with the Heads of Schools on a daily basis to ensure proper processes and procedures for each new school were followed in the same manner.
- Supervised and advised new and existing school directors as needed.

Head of School

- Responsible for day to day operations of the BASIS middle and high school.
- Coordinated and supervised personnel services, including teacher and staff recruiting, professional development, training and supervision and evaluation of teachers' performance.
- Advised on curriculum services, including, federal and state compliance (state standards alignment, state required standardized testing alignment).
- Supervised curriculum delivery in the form of syllabi and comprehensive examinations.
- Sustained curriculum support services such as textbook selection, teaching supplies and equipment guidance.
- Oversaw general school operations including student retention and recruitment.
- Ensured legal compliance including student attendance and special education.
- Reinforced leadership in parent and community outreach.
- Supervised extracurricular activities.
- Maintained direct operational management.

Alice Randall, Director of External Affairs, BDC School Based Employee of BASIS.ed

Alice Randall

Education

M.A. Administration, George Washington University

B.S. Secondary Education and Business Administration, Virginia State University

Work Experience

Director of External Affairs, BASIS Washington DC

2015 - Present

- Strengthen relationships with community stakeholders & education policy stakeholders;
- Oversee state (OSSE) and authorizer (PCSB) relationships;
- Attend relevant OSSE, PCSB, ANC events, workshops, and board meetings and provide timely reports on external meetings and events;
- Participate in government LEA task forces as deemed appropriate;
- Ensure that the organization stays current with changes in the regulatory and political climate in the District of Columbia;
- Develop and maintain systematic reporting systems for compliance reporting;
- Identify and implement meaningful opportunities and experiences for students, staff, and community members that further the mission and goals;
- Provide consistent and effective support for school leadership;
- Foster strong working relations with student families;
- Assist in Blueprint development for successful ATF campaigns ensure an executable plan and all the marketing tools needed;
- Research and cultivate new donor contacts and friendships in the community related to ATF and/or other funding opportunities for the schools;
- Assist school in developing local fundraising initiatives, including corporate matching and sponsorships

Business Operations Consultant (*Exceed Corporation, Adams & Associates, Sunrise*)

2012 - 2015

- Develop recruitment strategies and effective resources and tools.
- Managed initiative for government contractor staffing proposal
- Conduct recruitment events
- OSHA, OFCCP, EEO/VET-100 reporting
- Participate in strategic planning
- Maintain compliance with federal and state regulations
- Assist with providing administrative management for Job Corps Centers
- Ensure Center compliance by assisting with Program Audit Reviews (PAR).
- Provide guidance and technical assistance to Center staff and managers in resolving issues.
- Oversee staff training activities.

- Develop training programs for staff and management team

Operations Manager

Meridian PCS

2007-2012

- Department management responsibility for: school enrollment, communications/development, school data, HR, compliance, and front desk operations.
- Respond to OSSE and PCSB inquiries and compliance requirements.
- Ensure LEA in compliance for OSSE site audits.
- Oversee National School Lunch Program (NSLP)
- Oversee enrollment audit process and responses.
- Oversee information technology.
- Manage all contracts with external vendors.
- Manage all facilities-related contractors and service providers.
- Oversee asset management, including inventories of fixed assets.
- Manage custodial staff and contracts.
- Manage food service staff and contracts.
- Conduct recruitment fairs and open houses
- Design and implement recruitment/retention program
- Manage Human Resources Department
- Develop policies and procedures
- Oversee and monitor budget
- Implement training plan
- Ensure that appropriate safety and security procedures are established.
- Coordinate with school leadership to manage reporting and remediation of issues.
- Oversee file and record management.

Computer Software

- Power School, Microsoft Word, Excel, Power Point, Access, Publisher, Outlook , ATS/Taleo, Kronos, Ultipro, ADP Payroll, ABRA, Ceridian

External Affiliations

Delta Sigma Theta Sorority (DST), Junior Achievement (JA), Greater Mt. NEBO AME

Deanna Rowe, Executive Director of BDC and BASIS Schools, Inc. (BSI) Employee

DeAnna Rowe

Professional Experience

BASIS Schools, Inc. and BASIS DC

Executive Director

August 2016 – Present

TeamCFA

Southwest Regional Director

April 2015 – June 2016

Interim Midwest Regional Director

May 2015 – June 2016

Arizona State Board for Charter Schools

Executive Director

February 2007 – April 2015

Director of Academic Affairs

June 2001 – January 2007

Career Pathways Academy

Co-Founder/Co-Director

1997 – May 2001

Peoria Unified School District

Teacher

1992 – 1997

Skills and Experience

Accountable for organization operations.

- Provide recommendations and align activities to support the mission and execution of strategic plans.
- Development and implementation of policies based on research, best practices, and input from stakeholders.
- Preparation of agenda and meeting materials for boards.
- Completion and filing of state reports and documentation for performance audits.
- Evaluation of operations for alignment to contract terms through paper and on-site monitoring.
- Budget development and implementation.
- Development of a new organizational structure and alignment and hiring of staff.
- Leadership and oversight of staff's execution of policies and procedures.
- Development of improvement plans for compliance and improved operations.

Share expertise on charter school issues with various stakeholders.

- Provide policy recommendations and serve as the liaison with the Executive, Judicial, and Legislative branches of state government and other stakeholders.
- Report to State Education Boards on charter school matters.
- Address conference and workshop attendees and serve on committees and study groups at the local and national level.
- Provide testimony at legal proceedings.

Charter school development and operations.

- Co-author of submitted charter school applications for Arizona and Indiana charter schools.
- Recruit and train school boards for charter school oversight.
- Strategic plan development.
- Budget development, grant writing, contract negotiations and facility selection.
- Selection and supervision of staff.
- Develop partnerships with business and industry.

Professional Activities

For the State Board for Charter Schools

- Build AZ Early Grade Success Work Group
- Panel Member, House Hearing, 112th Congress – EDUCATION REFORMS: EXPLORING THE VITAL ROLE OF CHARTER SCHOOLS, June 2011
- National Association of Charter School Authorizers
- Governor’s P-20 Coordinating Council of Arizona
- Arizona Business and Education Coalition Board of Directors
- Improving Teacher Quality Advisory Committee – Arizona Board of Regents
- Governor’s Council for the Arizona Teacher Excellence Plan

As an educator

- Glendale Community College Business Advisory Committee
- Glendale Urban Tech Prep Consortia Business Liaison
- North Central Accreditation Public Relations and Steering Committee
- Scottsdale and Glendale Chambers of Commerce

Education

Master of Arts – Education: Emphasis in Curriculum and Instruction	Chapman
University	
Bachelor of Science – Business: Emphasis in Personnel Management	Arizona State
University	

Julia Toews, Vice President of Academics, BASIS.ed Central Office

Julia Toews

Professional Experience

Vice President, Academics

BASIS.ed

June 2015-present
Tucson, AZ

Executive in charge of Academics Division for BASIS.ed. Duties include:

- Managing and staffing departments for Assessment, Teacher Professional Development, Curriculum Development, and Academic Results Data

Responsibilities include:

- Managing the creation and administration of all assessments, including BASIS.ed internally created common, high-stakes assessments
- Managing the training and ongoing professional development of all teachers
- Managing the ongoing review and development of the BASIS.ed curriculum, including development of curriculum for Public Charter, International, and Independent BASIS.ed-managed schools.

Head of School

BASIS.ed

January 2011-May 2015
Tucson, AZ

Manager in charge of 2 highly-performing public charter schools. Responsibilities included:

- Hiring, observing, evaluating and managing 50-70 teachers, 2 School Directors, Special Education Coordinator, and 10 non-teaching staff at top-performing Charter Schools (BASIS Tucson and then BASIS Tucson North).
- Observing, supervising, and evaluating all Faculty in the development and implementation of the BASIS.ed curriculum
- Ensuring compliance with all legal educational requirement of government regulations and agencies
- Managing student recruitment and retention
- Overseeing academic guidance, grading, and standards for student assessments
- Supporting faculty in classroom management, teaching methods and school procedures
- Facilitating opportunities for staff to exchange information and ideas to ensure a school climate that is supportive with high morale
- Leading the Annual Teacher Fund campaign as the designated spokesperson.

Upper School Director

BASIS.ed

June 2010-December 2010
Tucson, AZ

Director in charge of Upper School for BASIS Tucson. Responsibilities included:

- Supervising the College Counselor and Teachers of students in grades 8-12 and served as primary contact for all parents of students in grades 8-12
- Observing, supervising, and evaluating Faculty in the implementation of the curriculum in the classroom

- Coordinating Academic Support Program
- Managing student discipline records and parent communication related to academic performance and behavioral expectations
- Coordinating substitutes
- Creating procedures for collecting, organizing and administering substitute plans
- Organizing and reviewing results of assessments, both internal to BASIS.ed and external (state exams, AP exams, SAT, etc.)
- Reviewing student progress reports and monitoring student progress
- Managing peer tutoring program
- Managing additional review sessions to address student needs
- Serving as LEA representative for all I. E. P. and 504 plan meetings for students in grades 8-12

College Counselor/English Teacher

August 2004-May 2010

BASIS.ed

Tucson, AZ

Served as College Counselor and English Teacher. In this role, I ensured that every single child who graduated from BASIS Tucson was admitted to a 4-year post-secondary institution, which set the standard for all BASIS.ed college counseling programs during the expansion of our network. Responsibilities included:

- Creating and implementing standards-aligned curriculum for 8th -12th grade English courses
- Creating processes and procedures for BASIS.ed's first college counseling program, including: inviting and organizing visits from college representatives, creating and implementing a college counseling curriculum, and aiding students and parents in every step of the college, financial aid, and scholarship process.
- Supervising the ordering, coordination, and administration of all AP exams and the audit of all AP teacher syllabi

English Teacher

August 2002-June 2003

Flagstaff Arts & Leadership Academy

Flagstaff, AZ

English teacher for grades 10 and 11.

English Teacher/Dorm Parent

August 2000-June 2002

The Verde Valley School

Sedona, AZ

English teacher for grades 9, 10 and 11 and dorm parent for students in grades 9-12.

Instructor

September 1995-May 2000

The Johns Hopkins University

Baltimore, MD

Instructor of undergraduate students. Courses taught included Practical Composition, American Literature, Literature of the Racial Grotesque, and Family Fictions.

Education

M. A. Department of English, The Johns Hopkins University, 1997.

B. A. English, Reed College, 1992.

David Tyler, Vice President of Finance, BASIS.ed Central Office

DAVID O. TYLER



SKILLS SUMMARY

- Financial systems and data integrations
- Data modeling, analytics, and CPM
- Budgeting and Pro Forma Analysis
- Process design and implementation

PROFESSIONAL EXPERIENCE

BASIS Educational Group, Scottsdale, Arizona

Vice President of Finance January 2015 – Present

Responsible for the finance function of a rapidly growing network of nationally ranked charter, independent, and international schools. Key responsibilities include board presentations, budgeting and reporting, auditing and compliance, treasury, GL, purchasing, investor relations, and capital acquisition.

- Led finance department from \$70 million to \$170 million in annual revenues.
- Secured S&P public bond rating for charter school entity which resulted in 250 BPS cost of capital savings. To date the company has financed over \$200 million through this facility with NPV savings of \$15 million on refinancing.
- Researched and selected a new cloud Oracle based ERP to replace outdated SQL ERP database technology.
- Negotiated and structured finance component of joint venture agreement with Chinese partner. First international school opened in August 2015 with a commitment for 10 more schools in Asia.
- Restructured accounting processes under principles of continuous accounting. Automations, integrations, and redesign of batch processes allows for point in time financials to be produced for ownership within two business days.

Director of Finance October 2013 – January 2015

- Brought accounting current, developed processes, standardized GLs and reporting. Promoted to VP role after 16 months.

Dolce & Companies Corporation, Phoenix, Arizona

Director of Finance August 2008 – October 2013

- Supervision of 10 direct reports including accounting staff, human resources, payroll, and purchasing.
- Director of all IT and private hosting and managed services contracts.
- Director for all contract and building lease negotiations with signing and binding authority.
- Primary legal contact and supervision of all unemployment cases, claims, and payroll for 350 employees.
- Oversight of \$10 million annual purchasing budget for retail and service products.
- Led cross functional teams to develop, finance, market, and build-out 4 retail stores increasing revenues 500%
- Secured Equipment, Real Property, and Working Capital Financing of \$30 million and gained expertise in finding and closing financing and equipment leases.

Accounting Manager August 2005 – August 2008

New Sun Homes, Phoenix, Arizona

TECHNICAL SKILLS: Excel expert, PowerPivot, SQL, Sage 300, Intacct, Quickbooks, Concur, Cognos, Adaptive Insights

EDUCATION

Master of Business Administration, W.P. Carey School of Business

Arizona State University – Tempe, Arizona, May 2010

Bachelor of Science in Finance, Smeal College of Business

Pennsylvania State University – State College, Pennsylvania, December 2004

Heather Vita, Head of Operations, BASIS DC, BDC Employee

Heather M. Vita

Education

M.A. Candidate, Human Resources Management

Colorado State University Global, Greenwood Village, Colorado, June 2018

B.S. in Communication

Arizona State University, Tempe, AZ, May 2009

Experience

Head of Operations

July 2015-Present

BASIS DC (BASIS.ed) Washington, DC

- Solely responsible for all business functions of the school
- Human Resource Manager for all staff
- Responsible for payroll, hiring, onboarding, and leave
- Developer of new partnerships, contracts, and services for the school

Director of Academic Programs

BASIS Ahwatukee (BASIS.ed) Phoenix, AZ

February 2014-July 2015

- Responsible for all student and staff placements
- Designed, edited, and oversaw curriculum implementation
- Led mandatory staff trainings
- Communication liaison for the entirety of the staff

Head of School Assistant

BASIS Ahwatukee (BASIS.ed) Phoenix, AZ

January 2013-February 2014

- Founding team-member for fall 2014 opening
- Student recruitment chair
- On-site information systems liaison
- Coordinated staff meetings and trainings

BASIS Scottsdale (BASIS.ed) Scottsdale, AZ

May 2013-January 2013

- Supervised clerical work related to curriculum and personnel
- Coordinated substitution and teacher absences
- Served as mandated-testing coordinator

Head of Operations Assistant

BASIS Scottsdale (BASIS.ed) Scottsdale, AZ

October 2010-May 2012

- Handled bookkeeping and document management
- Trained staff on benefit enrollment
- Conducted registration and student withdraw
- Coordinated and managed extracurricular programs

Implementation Specialist

Micros Systems Inc. Columbia, MD

January 2010-August 2010

- Conducted End-User staff and management training
- Traveled 90% to different hotels to consult directly with customers
- Modified computer database and related reports

Additional Activities and Service

Active C.A.R.E Volunteer (2015-Present), Alpha Phi, Activity liaison for UMOM (2005-2011), NSUMC Volleyball coach (2007-2009), Student government (Student Body President), Varsity Cheer (Captain), Yearbook Advisor, Leadership Club Advisor

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APPENDIX: E2.

Supplemental Materials

Board of Trustees - Bios

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Michael Cohen – Board Member

A nationally-recognized leader in education policy and standard-based reform, Michael Cohen became president of Achieve, Inc. in 2003. He has held several key roles in education during the past 20+ years, including Director of Education Policy at the National Governors Association (1985–90) and Director of Planning and Policy Development at the National Association of State Boards of Education (1983–85). During the Clinton Administration, Michael served as Assistant Secretary for Elementary and Secondary Education, Special Assistant to President Clinton for Education Policy, and Senior Advisor to U.S. Secretary of Education Richard Riley.

Andrew Kelly – Board Member

Andrew P. Kelly is a resident scholar in education policy studies and the director of the Center on Higher Education Reform at the American Enterprise Institute (AEI), where he works on higher education policy, as well as innovation in education, financial aid reform, and the politics of education policy. Previously, Mr. Kelly was a graduate student at the University of California, Berkeley, where he received a National Science Foundation research training fellowship and was honored as an outstanding graduate student instructor. Before graduate school, Mr. Kelly served as a research assistant at AEI, where his work focused on how to prepare K–12 school leaders, collective bargaining in public schools, and the politics of education.

Andrew Kelly's findings have appeared in the *American Journal of Education*, *Education Next*, *Educational Policy*, *Policy Studies Journal*, and *Teachers College Record* publications. He has also been published in popular outlets such as *The New York Times*, *The Wall Street Journal*, *The Atlantic*, the *Chronicle of Higher Education*, *Education Week*, *National Affairs*, and *National Review*. He has edited many books on higher education, including "Reinventing Financial Aid: Charting a New Course to College Affordability" (Harvard Education Press, 2014), "Stretching the Higher Education Dollar: How Innovation Can Improve Access, Equity, and Affordability" (Harvard Education Press, 2013), and "Getting to Graduation: The Completion Agenda in Higher Education" (Johns Hopkins University Press, 2012). In 2011, *Education Week's* Policy Notebook blog named Kelly one of its 16 Next Generation Leaders in education policy. Kelly has a PhD and an MA in political science from the University of California, Berkeley, and an AB in history from Dartmouth College.

Mali Parke – Board Member

Ms. Parke is an ICF-Certified Professional Coach focused on Empowerment and Restorative Relating, a Collaborative Communication Trainer, and a Certified Positive Discipline Classroom Educator with a mission to grow co-operation, effective partnerships, intrinsic engagement, and inclusion beyond diversity and conflict. As a Trainer with Restorative DC, a project of SchoolTalk sponsored by DCPS and OSSE, Ms. Parke facilitates and teaches restorative practices, peer mediation, conflict-resolution, communication skills, and collaborative techniques to D.C. schools and educators as well as to individuals, families, community groups, and organizations through her own private coaching and training practice. With her past career and strengths as a marketing/communications and fundraising manager and as a natural community organizer and networker, Ms. Parke enjoyed serving on the committee that brought BASIS to D.C. in 2011, as she believes BASIS offers a world-class, affordable, and powerful education with a diversity of options for D.C. children and their families. Ms. Parke is a native of France, and an American who has lived in the District of Columbia since 1998. She graduated with Honors from Sorbonne

University, France, with a Master's in International Economics and Management. She is a parent of two D.C.-schooled children, one of whom is now excitedly attending BASIS DC.

Anne House Quinn – Board Member

Ms. Quinn is President and CEO of Quinn Marketing & Development, Inc. (QMD), a consulting firm providing marketing and fundraising management services to nonprofit organizations and associations. Some clients include StepAfrika!, The Duke of Edinburgh's Award World Fellowship (Prince Philip's international charity), the National Parks Conservation Association, the Kennedy Center, Ford's Theatre, and Folger Shakespeare Library. She has also consulted with many associations including the American Association of Pharmaceutical Scientists, the American Institute of Biological Sciences, and the Association for Behavioral and Cognitive Therapies.

Ms. Quinn is an Advanced Certified Fund Raising Executive (ACFRE) through the Association of Fundraising Professionals. The ACFRE program is the most rigorous step in the certification process available to all fundraisers. Currently, there are 107 ACFREs in North America. A lifelong volunteer, Ms. Quinn has served as a board member of many nonprofit organizations, and has also served on her church's finance council and endowment committee. She has an MBA from The George Washington University and earned a BA from James Madison College at Michigan State University. Ms. Quinn has three children, two of whom are in 8th grade at BASIS DC.

Candice Santomauro – Board Member

Ms. Santomauro is Vice President of Growth and Strategy at the National Math and Science Initiative (NMSI), working to transform teaching, schools, and education in the United States by improving student performance in the critical subjects of science, technology, engineering, and math (STEM). After serving in the Air Force and earning a BS in Computer Information Systems from Strayer University, Candice began her career as a software engineer, then had a successful career building and overseeing a 500+ member sales force before eventually transitioning to the education sector. Prior to her work at NMSI, Ms. Santomauro was Vice President of Local Engagement for GreatSchools, the nation's leading online K–12 school guide, where she established localized partnerships with school officials, districts, state departments of education, educational organizations, funders, and corporations, with six- and seven-figure funding streams in each locale. Prior to this, Candice was the Director of Operations and Outreach at the Thomas B. Fordham Institute, overseeing their information technology, fundraising, and human capitol efforts. Candice has also served as Director of Development for Cornerstone Schools of Washington, D.C., Inc., a private school that provides an academically-rigorous education to 200 low-income, at-risk students. A Florida native, she now resides in Washington, D.C. with her two children, both public school students, and actively participates in local education-related initiatives, including serving as a Trustee for BASIS DC.

Cecily Miles Slater – Board Member

Ms. Slater has more than 20 years of experience in event management and development for non-profit organizations whose missions focus on the arts, education, and youth. After completing her BA in Art History from Barnard College of Columbia University, she began her career in Washington, D.C. working for organizations such as the Robbins Center for Cross-Cultural Communication, the Washington Area

Lawyers for the Arts, and the Duke Ellington School of the Arts. She also served on the production teams for the DC Olympic Soccer Opening Ceremonies and the World Cup USA '94 Opening Ceremonies.

After these early years in D.C., Cecily moved to Los Angeles, where she continued her work in non-profit arts management. She was on staff at the City of LA Cultural Affairs Department, the University of Southern California Public Relations Department, and was the LA Program Director for Youth, I.N.C., a hybrid organization that selected and trained non-profit Executive Directors and Development Directors in event-based fundraising. Cecily was also the Director of Events for Women in Technology International for three years, during which time she managed their annual national conferences in Silicon Valley. Cecily moved back to Washington, D.C. in 2005, serving as the Director of Development and Outreach for Capital City Public Charter School, and as a fundraising consultant for the Academy for Learning Through the Arts Public Charter School. She is currently an independent development and special events consultant. Cecily and her husband Ramael live in Brookland in Washington, D.C. Their son Miles is in 6th grade at BASIS DC, and their daughter Antonia is in 2nd grade at Capital City.



FULL BUDGET WORKBOOK



BASIS DC Primary -
Budget Workbook -



APPENDIX: SECTION F

ADDITIONAL REQUIRED DOCUMENTS

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F.1 Articles of Incorporation

ARTICLES OF INCORPORATION

OF

BDC, A PUBLIC CHARTER SCHOOL, INC. **A Domestic Nonprofit Corporation**

PREMISE

We, the undersigned natural persons of the age of 18 years or more, acting as incorporators of a corporation under the Nonprofit Corporation Act (D.C. Code, Title 29, Chapter 3, as amended) adopt the following Articles of Incorporation:

ARTICLE I - NAME

The name of the nonprofit corporation is BDC, a Public Charter School, Inc. (the "Corporation").

ARTICLE II - CORPORATE EXISTENCE

The Corporation shall exist in perpetuity.

ARTICLE III - PURPOSE

General Purpose. This Corporation is formed to conduct any and all lawful business for which nonprofit corporations may be incorporated under the laws of the District of Columbia (the "District"), as such laws may be amended from time to time.

Specific Purpose. The specific purpose for which the Corporation is formed is to establish, develop, market and operate one or more public charter schools pursuant to Section 38-1300.01, et seq. of the District of Columbia Official Code or the corresponding provisions of any future District law, and all acts incidental thereto.

Tax Exempt Status. The Corporation is organized for charitable, educational and scientific purposes as defined in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including contributions to organizations that qualify as exempt under Section 501(c)(3) of the Code and initially and specifically for the purpose of establishing, maintaining and operating public charter schools and related activities. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not carry on any activities that are not permitted for a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or for a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or any corresponding provisions of future federal tax code. No substantial part of the Corporation's activities shall be to carry on propaganda or attempt to influence legislation, nor shall the Corporation participate in any political campaign for any candidate for public office, including the publishing or distribution of statements. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article III.

1. INFORMATION CONCERNING INCORPORATION

ARTICLES OF INCORPORATION

OF

BDC, A PUBLIC CHARTER SCHOOL, INC. **A Domestic Nonprofit Corporation**

PREAMBLE

We, the undersigned natural persons of the age of 18 years or more, acting as incorporators of a corporation under the Nonprofit Corporation Act (D.C. Code, Title 29, Chapter 3, as amended) adopt the following Articles of Incorporation:

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Specific Purpose. The specific purposes for which the Corporation is formed is to establish, develop, market and operate one or more public charter schools pursuant to Section 38-1300.01, et seq. of the District of Columbia Official Code or the corresponding provisions of any future District law, and all acts incidental thereto.

Tax Exempt Status. The Corporation is organized for charitable, educational and scientific purposes as defined in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code and initially and specifically for the purpose of establishing, marketing and operating public charter schools and related activities. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not carry on any activities that are not permitted for a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or for a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or any corresponding provisions of future federal tax code. No substantial part of the Corporation's activities shall be to carry on propaganda or attempt to influence legislation, nor shall the Corporation participate in any political campaign for any candidate for public office, including the publishing or distribution of statements. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article III.

CONFIDENTIAL INFORMATION

ARTICLE IV - MEMBERS

The Corporation shall have one member (the "Member"). There shall be only one class of membership that shall be named "Corporate Membership." Corporate Membership shall have voting rights as well as all other rights and privileges set forth in these Articles of Incorporation and the Corporation's Bylaws. The Member shall be BASIS School, Inc., an Arizona nonprofit corporation, 11481 North 136th Street, Suite 109, Scottsdale, Arizona 85259.

ARTICLE V - MANNER OF ELECTING TRUSTEES

Trustees shall be appointed or elected and may be removed or replaced as provided in the Corporation's Bylaws. Pursuant to Section 38-1802.05(a) of the District of Columbia Official Code, a majority of the Trustees shall be residents of the District and at least two Trustees shall be persons of students attending a school operated by the Corporation. Except to the extent required by District law, Trustees need not be residents of the District. The Board of Directors of the Corporation shall be known and referred to as the "Board of Trustees" and such Board of Trustees shall be vested with the management and control of the Corporation.

ARTICLE VI - AFFAIRS OF THE CORPORATION

The Board of Trustees shall be responsible for the governance, operation and regulation of the internal affairs of the Corporation. The Board of Trustees shall consist of that number of Trustees provided, from time to time, by the Corporation's Bylaws, but shall never be less than three Trustees.

Upon the dissolution of the Corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and in compliance with Section 29-301.48 of the District of Columbia Official Code (or the corresponding provisions of any future statutes), dispose of all of its assets for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code (or the corresponding provisions of any future federal tax code), or to a state or local government for a public purpose, as the Board of Trustees shall determine in accordance with applicable law. Any assets not disposed of shall be disposed of by a court of proper jurisdiction within the District, exclusively for such purposes or to such organization or organizations, as such court shall determine, as permitted by applicable law.

ARTICLE VII - REGISTERED AGENT

The name and address of the registered agent are: David Hedgepeth, 4801 Connecticut Avenue, NW, No. 817, Washington, D.C. 20008.

ARTICLE VIII - INITIAL BOARD OF TRUSTEES

The number of Trustees constituting the initial Board of Trustees shall be seven; provided, however, that such number may be amended, from time to time, as provided by the Corporation's Bylaws. The names and addresses of the persons that will serve as Trustees until the first annual meeting of the Corporation or until their successors are appointed are:

<u>Trustee Name</u>	<u>Trustee Physical Street Address</u>
Craig Barrett	11481 North 136th Street, Suite 109, Scottsdale, Arizona 85259
Clint Bullock	500 East Coronado Road, Phoenix, Arizona 85004
Nora Tucker	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006

A. Graham Down	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006
David Hedgepath	4801 Connecticut Avenue, NW, 14c, 817, Washington, D.C. 20008
Andrew Kelly	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20005
Will Facko	2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006

ARTICLE IV - INCORPORATORS

The names and addresses of the incorporators are:

<u>Incorporator Name</u>	<u>Incorporator Physical Street Address</u>
Clint Bulick	509 East Cienega Road, Phoenix, Arizona 85004
Mark Neuge	11485 North 156th Street, Suite 103, Scottsdale, Arizona 85254
David Hedgepath	4801 Connecticut Avenue, NW, Box 817, Washington, D.C. 20008

ARTICLE V - INDEMNIFICATION

To the maximum extent permitted by applicable law, the Corporation shall indemnify any Trustee or officer made a party, or threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative (other than one by or in the right of the Corporation to procure a judgment in its favor, brought to impose a liability on such person for an act alleged to have been committed by such person in his or her capacity as Trustee or officer of the Corporation, or as Trustee, officer, employee or agent of any other entity which he or she served at the request of the Corporation) against judgments, amounts paid in settlement and reasonable expenses, including attorneys' fees actually and necessarily incurred as a result of such action suit or proceeding or any appeal therefrom (but not for taxes, penalties or fines), if such person is either successful in his or her defense or if the proceeding is terminated by settlement, and if such person acted in good faith in the reasonable belief that such action was in the best interests of the Corporation, and in criminal actions or proceedings without reasonable ground for belief that such action was unlawful. The Board of Trustees shall have the sole discretion to determine whether amounts for which a Trustee or officer seeks indemnification were properly incurred and whether such Trustee or officer acted in good faith and in a manner he or she reasonably believed to be in the best interest of the Corporation and whether, with respect to any criminal action or proceeding, he or she had no reasonable ground for the belief that such action was unlawful. Such determination shall be made by the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceedings.

ARTICLE VI - NONDISCRIMINATION

In rendering its functions and in exercising its purposes, the Corporation shall not practice nor permit discrimination on the basis of gender, race, color, religion or national origin.

ARTICLE VII - AMENDMENT

These Articles of Incorporation may be amended in the manner provided by the Corporation's Bylaws, provided that any amendment shall not cause a determination that the Corporation is not an organization qualifying under Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code.

By signing below, you agree that you understand that anyone who makes a false statement herein can be punished by criminal penalties of a fine up to \$1,000.00, imprisonment up to 180 days, or both, under Section 22-2405 of the District of Columbia Official Code.

EXECUTED as of this _____ day of July 2011.

INCORPORATORS:

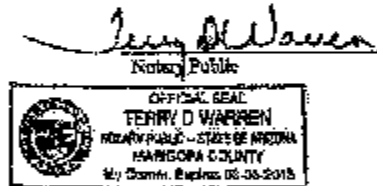
Clint Balick 7/8/11
Date
Nick Floege 7/6/11
Date
David Hedgepath 7/8/11
Date

STATE OF ARIZONA)
County of Maricopa) ss.

The foregoing instrument was subscribed and sworn to before me this 8 day of July 2011, by Clint Balick.

My commission expires: 3-3-2013

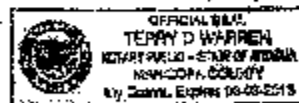
STATE OF ARIZONA)
County of Maricopa) ss.



The foregoing instrument was subscribed and sworn to before me this 6 day of July 2011, by Nick Floege.

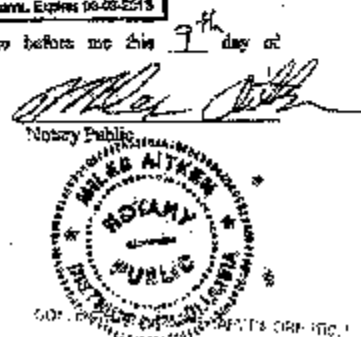
My commission expires: 3-3-2013

DISTRICT OF COLUMBIA) ss.



The foregoing instrument was subscribed and sworn to before me this 9 day of July 2011, by David Hedgepath.

My commission expires: Notary Public District of Columbia
Miles Aitken
My Commission Expires: June 30, 2013



F.2 Bylaws

Revised 7/19/12, 10/28/14, and 12/01/15

BYLAWS OF BDC, A PUBLIC CHARTER SCHOOL, INC.

ARTICLE I NAME & OFFICES

Section 1.1. **Name.** The name of the Corporation is BDC, a Public Charter School, Inc.

Section 1.2. **Offices.** The Corporation's principal office, known place of business and place where its records shall be kept is 2000 Pennsylvania Avenue, NW, Suite 5300, Washington, D.C. 20006. The Corporation may change its principal office, or adopt other and additional offices, either within or outside of Washington, District of Columbia, as the Board of Trustees may designate from time to time.

ARTICLE II PURPOSE

Section 2.1. **Purpose.** The Corporation is formed for the purpose of establishing, developing, marketing and operating one or more public charter schools pursuant to Section 38-1800.01, et seq. of the Official Code of the District of Columbia (the "District"), or the corresponding provisions of any future District law, and all activities ancillary or incidental thereto. For purposes of federal laws, the Corporation is organized only for charitable and educational purposes as defined by the Internal Revenue Code of 1986, as amended (the "Code"), Section 501(c)(3), including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code. The Corporation shall not willfully, directly or indirectly, carry on propaganda, or otherwise attempt to influence legislation, nor shall any of its funds be used to support or oppose any political issue or candidate nor perform any other act or omission that will jeopardize its status as a not-for-profit corporation in the District or jeopardize any tax-exempt status of the Corporation provided under the not-for-profit corporation laws of the District or the Code, including the tax-exempt status of the Corporation under Section 501(c)(3) of the Code and its regulations as any of those laws and regulations may exist or may hereafter be amended. No part of the assets or net earnings of the Corporation, current or accumulated, shall inure to the benefit of any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by these Bylaws and appropriate resolutions of the Board of Trustees of the Corporation.

ARTICLE III MEMBER

Section 3.1. **Member.** The Corporation shall have one member (the "Member"). The Member shall be BASIS School, Inc., an Arizona nonprofit corporation. The Member shall have all the authority set forth in the Articles of Incorporation, these Bylaws and District law. Membership in this Corporation may be assigned or transferred by BASIS School, Inc. to any person or entity with the approval of a majority of the Board of Trustees of the Corporation.

Section 3.2. **Interest.** Membership interests in the Corporation do not represent an economic or proprietary interest, directly or indirectly, in the assets or the profits of the Corporation.

Section 3.3. **Dues; Fees.** The Member shall not be required to pay any dues or fees to the Corporation.

ARTICLE IV MEMBER MEETINGS

Section 4.1. **Requirement.** The Member shall hold an annual meeting on the third Tuesday in May of each calendar year, unless: (i) such date falls on a holiday observed by the federal government or the District, in which event, the meeting shall be held on the next succeeding Tuesday; or (ii) another date is designated by the Member and notice is properly given. The Member may hold the annual meeting by means of the Internet or other electronic communications consistent with the provisions of the DC Non-profit Corporation Act (DC Official Code §29-405.01). The Member may hold regular or special meetings, within or outside the District, as prescribed by the Member's Articles of Incorporation or Bylaws.

Section 4.2. **Authority.** The Member shall have all of the duties and powers required or permitted by applicable law and, in addition, but without limitation, the rights set forth in these Bylaws. Further, any decisions of the Board that, in the reasonable opinion of the Member materially or adversely affect the delivery or quality of the educational programs provided by the Corporation shall be null and void unless ratified by the Member prior to implementation by the Board.

ARTICLE V BOARD OF TRUSTEES

Section 5.1. **Name.** The Board of Trustees of the Corporation shall be publicly known and described as the "Board of Trustees," and any individual serving on the Board of Trustees shall be referred to as a "Trustee." For ease of reference in these Bylaws, the Board of Trustees shall be referred to as the "Board."

Section 5.2. **General Powers.** The Board shall have all of the duties and powers required or permitted by applicable law. Subject to the rights of the Member, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board.

Section 5.3. **Number of Trustees.** The number of Trustees shall be an odd number of no less than three nor more than nine, provided that said number may be changed by an amendment to these Bylaws, duly adopted by the Board, subject always to any restrictions of law as to the number of Trustees.

Section 5.4. **Selection and Election of Trustees.**

5.4.1. **Committee to Bring BASIS to DC.** Prior to forming the Corporation, a committee of local District residents, and others, formed for the purpose of soliciting the Member to open a BASIS

school in the District. That committee is named the "Committee to Bring BASIS to DC," and comprises six qualified local District residents and one Member representative (the Member shall have the right to appoint the Member representative and to remove and replace such Member representative from time to time).

5.4.2. Initial Trustees. The initial Trustees shall be those members of the Committee to Bring BASIS to DC that agree to accept such appointments. Such initial Trustees qualify under and comply with applicable District laws. With due consideration of the District-residency requirements of District law, all other initial Trustees may be selected and elected as provided herein from interested, qualified individuals residing within or outside of the District.

5.4.3. Selection of Trustees. As vacancies on the Board occur over time, whether by reason of an increase in the number of Trustees, to comply with District laws, or a Trustee dies, becomes incapacitated, resigns, is disqualified, is removed from office or otherwise vacates his or her office, such vacancy shall be filled as follows:

5.4.3.1 Procedure. For each Board vacancy, the Board shall review all candidates' qualifications and any other information related to such individuals reasonably requested by the Board. After due inquiry and deliberation, which may, at the Board's discretion, include personally interviewing such candidates, the Board shall fill such Board vacancy from qualified individuals by majority vote of the Board. All such Trustees shall meet the District's statutory requirements for Trustees.

5.4.4. Parent Trustees. As required by District law, two of the Trustees appointed to serve on the Board shall be parents of students attending a school operated by the Corporation ("Parent Trustees"). Parent Trustees shall be elected to the Board by majority vote of the Board from a list of qualified individuals submitted to the Board by the Advisory Committee (as defined in Subsection 5.16.1.1 of this Article V).

5.4.4.1 Procedure. For each Board opening designated for a Parent Trustee, the Advisory Committee shall submit to the Board a list of three candidates for such Parent Trustee opening, along with such individuals' qualifications and any other information related to such individual reasonably requested by the Board. After due inquiry and deliberation, which may, at the Board's discretion, include personally interviewing such candidates, the Board shall fill such Board opening for a Parent Trustee by electing such Trustee from among the qualified individuals on the list provided by the Advisory Committee.

5.4.4.2 Implementation. Upon the effective date of these Bylaws, the Corporation has not been granted a charter contract, nor has the Corporation commenced operation of a school. Accordingly, pursuant to DC ST §38-1802.05(c), the election of the required Parent Trustees shall occur upon the earliest practicable date after classes commence at a charter school operated by the Corporation. Until such time, subject to statutory requirements related to District residency, Trustees shall be selected under Subsection 5.4.3.1, may be individuals that are not parents of students attending a school operated by the Corporation and such Trustees may exercise all of the powers and perform all of the duties of Trustees of the Board.

Section 5.5. Term of Office. Each Trustee shall hold office for a period of three years from the date he or she is appointed and qualified, or until his or her prior death, incapacitation, resignation, replacement or removal. In the case of a Parent Trustee, such Trustee shall hold office as stated herein

or, if earlier, until the student qualifying such Parent Trustee is no longer a student at a school operated by the Corporation. In such event, such Parent Trustee shall be removed as a Trustee as of the date such student graduates or is withdrawn from enrollment at a school operated by the Corporation. Trustees may serve multiple consecutive terms without restriction as to the number of terms permitted.

Section 5.6. Trustee Qualifications. Trustees must meet the requirements of District law and must be more than 20 years of age. Each Trustee must pass a background check, or other regulatory inquiries, as required by District law, federal law or other governmental agencies having proper regulatory authority over the affairs of the Corporation or its activities, as amended from time to time, which will include as a minimum, a law-enforcement background investigation showing that there exists no criminal record which could adversely affect the Corporation or its operations. Trustees must, in the opinion of the Member and the Board, possess experience and qualifications that further the Board's commitment to the educational and operational purposes of the Corporation.

Section 5.7. Board Officers. The officers of the Board shall comprise a Chair of the Board, Secretary of the Board and Treasurer of the Board. The Chair of the Board shall be appointed by the Member in its discretion and the Secretary of the Board and Treasurer of the Board shall be elected by majority vote of the Board; provided, however, that on and after the first full year of charter-school operations, Trustees nominated and elected for such offices shall have been Trustees for a minimum period of six months prior to holding such office; provided, however, that if there are not three Trustees that qualify under this provision, the Board may, by majority vote, opt to avoid this six-month requirement and elect officers that have not been Trustees for a minimum period of six months. Although Trustees shall hold the office of Trustee for three- year terms, Trustees elected as officers of the Board shall serve as officers for a period of one year; provided, however, if so elected, any Trustee may serve as an officer of the Board for multiple terms without restriction as to the number of terms permitted.

Section 5.8. Trustee Deadlock. In the event of a voting deadlock of the Board, the Board shall, within five business days after the deadlock vote, submit the action under consideration, in writing, to the Member. The Member shall decide such action under consideration, in its discretion, and deliver its written decision to the Board within 15 days. The Member's decision shall be binding on the Board and each Trustee.

Section 5.9. Vacancies. Any vacancy on the Board occurring by reason of an increase in the number of Trustees, or in the event any Trustee dies, becomes incapacitated, resigns, is disqualified or removed from office, or otherwise vacates his or her office, such vacancy shall be filled by appointment as specified in Section 5.4 of this Article V. If the open position is for a Parent Trustee, the position shall be filled as specified in Subsection 5.4.4 of this Article V. For any Trustee leaving office due to death, lack of capacity, resignation, disqualification, removal or otherwise, only the unexpired portion of such Trustee's term of office shall be filled in the manner specified in this Section 5.9.

Section 5.10. Resignation. Any Trustee may resign at any time by giving 30 days prior notice to the Secretary of the Board, although the Board may waive the 30-day period for good cause. Unless a longer period is specified in such written notice or the Board waives the 30-day period for good cause, such resignation shall take effect 30 days after the Board's receipt of such notice, and the acceptance of such resignation shall not be necessary to make it effective.

Section 5.11. Removal. Any Trustee may be removed from the Board by the affirmative vote of two-thirds of the Trustees entitled to vote who are present at a regular meeting or a special meeting convened for that purpose. For Trustees under consideration for removal by the Board, the Trustee under consideration for removal must abstain from voting due to the inherent conflict of interest and may not be used in calculating the two-thirds vote, but may be used when determining a quorum. The Member may remove a Trustee from the Board for good cause. "Good Cause" includes, without limitation, if a Trustee's decisions on behalf of the Corporation, in the reasonable opinion of the Member, materially or adversely affect the delivery or quality of the educational programs provided by the Corporation. Any Trustee who is absent from more than 40 percent of Board meetings within any 12-month period may be removed automatically, unless the Board or the Member affirmatively determines, in writing, to retain such Trustee.

Section 5.12. Trustees' Compensation. No salary shall be paid to Trustees for their services in their capacity as Trustees. By resolution of the Board, however, a fixed reasonable sum of expenses of attendance, if any, may be allowed for attendance at regular or special meetings of the Board; provided, however, nothing herein contained shall be construed or interpreted to prevent any person serving as a Trustee from also serving as an officer, employee or independent contractor of the Corporation and receiving a salary or other compensation in such capacity.

Section 5.13. Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a Trustee spend his or her full time or any specific amount of time managing the Corporation's business; however, any Trustee shall generally be available for Board meetings and for reasonable periods of time to fulfill his or her obligation as a Trustee.

Section 5.14. Contracts. No contract or other transaction between the Corporation and any other individual or entity shall be impaired, affected or invalidated, nor shall any Trustee be liable in any way by reason of the fact that any one or more of the Trustees may be interested in any such other entity or may serve as a director, trustee, officer or employee of any such other entity; provided that, notwithstanding the presence of any interested Trustee at the meeting at which such action is taken, the Board authorizes, approves or ratifies such contract or transaction by majority vote (not counting the vote of any interested Trustee) after the interested Trustee fully discloses to the Board, in writing, his or her interests or involvements with such other entities and other relevant material facts, including, without limitation, the nature of such Trustee's involvement with such other entities, such Trustee's ability to influence the action of such other entities and any tangible or intangible benefit or profit that may accrue to such Trustee as a result of any contract or transaction between the Corporation and such other entity. In addition, the Board must determine that the contract or transaction is fair and reasonable to the Corporation when it is authorized, approved or ratified in accordance with the Conflicts of Interest Policy (as defined in Section 5.15 of this Article V). Although the interested Trustee must abstain from voting on such matter due to the inherent conflict of interest and may not be counted when calculating a majority, he or she may be included when determining a quorum.

Section 5.15. Conflicts of Interest. The Board shall adopt a conflict of interest policy (the "Conflicts of Interest Policy") to be followed by the Trustees in executing their duties. The Conflicts of Interest Policy must provide for the disclosure of any duality of interest or possible conflict of interest on the part of any Trustee and such duality of interest or possible conflict must be made a part of the

record of the Corporation at the time the interest becomes a matter requiring Board action. The Conflicts of Interest Policy shall be provided to all Trustees. In the event no formal Board Conflicts of Interest Policy is adopted, it shall be deemed that the Conflicts of Interest Policy of the Member shall constitute the Conflicts of Interest Policy of the Corporation. No Trustee having a duality of interest or possible conflict of interest for a particular issue shall vote or use his or her personal influence relating to such issue. The minutes of any meeting where a conflict is present should reflect: (i) that a disclosure of the conflict was made; (ii) that the Trustee with the conflict abstained from discussion and voting on such matter; and (iii) any other relevant factors deemed necessary by the Board.

Section 5.16. Committees. The Board, by resolution, may, from time to time, designate from among the Trustees an executive committee, and may also designate from among the Trustees and nonmembers of the Board such other committees as the Board may deem desirable, each consisting of one or more Trustees, with such powers and authority (to the extent permitted by law) as may be provided in such a resolution. No standing committee, advisory board, special or other committee shall have any general power or authority over any activity of the Corporation, or the school or schools it operates, but only such limited scope and power as specifically designated by the Board. All standing committees, advisory boards, special and other committees shall make recommendations and advise the Board on issues relevant to their respective directives. The Board shall consider such recommendation or advice, but shall have no obligation to implement any such recommendations nor accept any such advice. Each such committee, and committee members, shall serve at the pleasure of the Board.

5.16.1. Standing and Special Committees. The Board may, in its discretion, authorize and discharge such standing committees, special committees and advisory boards as it deems appropriate. The chairpersons and all members of standing committees and advisory boards shall be appointed by the Board. It shall be the responsibility of the chairpersons of standing committees and advisory boards to notify members of meetings; however, no quorum shall be required in order for a standing committee or advisory board to meet or to act. Chairpersons of standing committees and advisory boards shall appoint a member of their committee to be the committee secretary to take minutes of the discussions and decisions reached at each meeting of the committee or board. Special committees shall be limited to the accomplishment of the task for which they are established and shall have no power to act except as specifically conferred by the Board. Upon the completion of the task for which such committee is established, it shall be discharged.

5.16.1.1. Advisory Committee. The Board shall designate from among its Trustees and the parents of students at each of its schools one standing committee for each school in operation; with each standing committee comprising at least one Trustee and no less than two nor more than five non-Trustee individuals that are parents of students at each school (provided that said numbers may be changed by resolution of the Board). Such standing committees shall be designated the "Advisory Committee" for the related school.

ARTICLE

VI
MEETINGS OF THE BOARD

Section 6.1. **Regular Meetings of the Board.** Regular Meetings of the Board. At a minimum, the Board shall meet annually. The purpose of the annual meetings shall be to: (i) elect Board officers; (ii) approve, authorize or ratify acts of the Board, management and/or school administration; and (iii) transact such other business as may properly come before the Board. Other or more frequent regular meetings of the Board may be established by action of the Board and, if established, shall be held and conducted in accordance with these Bylaws.

Section 6.2. **Special Meetings of the Board.** Special meetings of the Board may be called at any time by the Chair of the Board or the Member and shall be called by the Secretary of the Board at the combined written request of Trustees comprising 50 percent or more of the Trustees serving on the Board, or as otherwise required under the provisions of applicable law.

Section 6.3. **Place of Meetings.** All meetings of the Board shall be held at the place designated in the notice or waiver of notice of such a meeting or meetings, whether within or outside the District.

Section 6.4. **Notice of Meetings.** Written notice of any meeting of the Board, whether a regular or special meeting, stating the place, date and hour of the meeting shall be given to each Trustee not more than 45 days nor less than 24 hours before the date of the meeting. Such notice shall be delivered personally, by United States postal mail, overnight express mail, electronic mail or facsimile. Such notice shall be directed to each Trustee at his or her address, email address or facsimile number as it appears on the records of the Corporation. Notice is deemed to have been given: (i) upon the date that the notice is personally delivered, electronically mailed or transmitted by facsimile; (ii) one day after deposit in overnight, express mail; and (iii) three days after deposit in United States postal mail, properly addressed or transmitted. All meeting notices shall also be given to the Member in the same manner as notice is given to the Trustees. Notice of an adjourned meeting need not be given if the date, time and place of the adjourned meeting are provided at the meeting at which the adjournment is taken and if the adjournment does not exceed 61 days.

Section 6.5. **Waiver of Notice.** Attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting, except when such attendance at the meeting is for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any Trustee may waive notice of any meeting of the Board by executing a written waiver of notice either before, during or after the time of the meeting.

Section 6.6. **Presiding at Meetings.** At all meetings of the Board, the Chair of the Board shall preside. In the absence of the Chair, the Secretary shall preside. In the absence of the Chair and the Secretary, an alternate Trustee appointed in writing by the Chair, at or prior to the meeting, shall preside until the Chair returns.

Section 6.7. **Conduct of Meeting; Agenda.** When not in conflict with District law, the Articles of Incorporation or these Bylaws, the proceedings of Board meetings shall be conducted in accordance with the latest edition of Roberts Rules of Order as modified in writing by the Board. The Chair of the Board, or his or her designee, shall prepare an agenda for each meeting. The Member shall have the right to require items to be placed on such meeting agendas. The meeting shall be conducted substantially

in accordance with the agenda. The Trustee presiding over the meeting shall have the right to limit discussion on any particular item and the right to establish procedures and to provide time limits for any party wishing to speak on any particular item.

Section 6.8. **Quorum.** A simple majority of the Trustees shall constitute a quorum at any meeting of the Board. A Trustee shall be deemed present at a meeting if the Trustee attends in person, telephonically or electronically, so long as all Trustees can communicate adequately throughout the meeting and such communications are audible to the public attending the meeting. Business may be conducted once a quorum is present and may continue until adjournment of the meeting notwithstanding the withdrawal or temporary absence of Trustees sufficient to reduce the number present to less than a quorum. If, however, the Trustees present are less than required to constitute a quorum, the affirmative vote must be such as would constitute a majority if a quorum were present, and provided further that the affirmative vote of a majority of the Trustees then present is sufficient in all cases to adjourn a meeting.

Section 6.9. **Acts of the Board.** When a quorum is present at any meeting of the Board, the affirmative vote of a majority of the Trustees present at the meeting shall be the act of the Board unless the question is one upon which, by express provision of District law, the Articles of Incorporation or these Bylaws, a different vote is required, in which case such express provision shall govern and control the decision of such question. Each Trustee is entitled to one vote.

Section 6.10. **Meeting Minutes.** A written record of the resolutions of the Board reached at each meeting of the Board in the form of minutes shall be made, and shall, upon approval by the Board at a legally- convened meeting, be made a part of the records of the Corporation.

Section 6.11. **Open Meeting Law.** Upon full execution of the Corporation's charter contract by the Corporation and an Eligible Chartering Authority within the District, and for so long as the District's open meeting law applies to District charter schools, all deliberations and official actions of the Board shall take place at a meeting open to the public in compliance with District's open-meeting law, except in cases where, and to the extent, executive sessions are authorized by District law. Additionally, for so long as the District's open meeting law applies to charter schools, public notice of all meetings of the Board, and of all committees and advisory boards authorized by the Board, shall be given pursuant to and as required by the District's open meeting law and the meeting minutes required by Section 6.10 of this Article VI shall comply with the requirements set forth in the District's open meeting law.

ARTICLE VII CORPORATE OFFICERS

Section 7.1. **Designation of Titles; Appointment.** The officers of the Corporation shall comprise a corporate President and a corporate Secretary, and may include one or more vice presidents, treasurers and such other officers as the Board may from time to time deem appropriate. All officers shall have the authority and shall perform the duties prescribed in these Bylaws or as subsequently prescribed, from time to time, by the Board. Any two or more offices may be held by the same person. All the officers of the Corporation shall be appointed by the Board at a regular or special meeting of the Board. Each officer shall serve at the pleasure of the Board and shall hold office until such time as the Board removes or replaces such officer, or until his or her death, incapacitation or resignation.

Section 7.2. **Dual Capacity Officers.** By resolution of the Board (which may be altered or rescinded by the Board at any time), the Board may combine the Board officers and corporate officers into dual-capacity positions. In such an event, the Chair of the Board shall also serve as the corporate President, the Secretary of the Board shall also serve as the corporate Secretary and so forth. If the Board resolves to use dual-capacity officers, all of the provisions of Article V shall apply to such dual-capacity officers and only Sections 7.7 and 7.8 of this Article VII shall apply to such dual-capacity officers.

Section 7.3. **Compensation.** The compensation of officers shall be fixed from time to time by the Board, and no officer shall be prevented from receiving such compensation by reason of the fact that he or she is also a Trustee. The salaries of officers or the rate by which salaries are fixed shall be set forth in the minutes of the meetings of the Board.

Section 7.4. **Resignation of Officers.** Any officer may resign at any time by giving 30 days prior written notice of such resignation to the corporate President or the Secretary of the Corporation. Unless otherwise specified in such written notice of resignation and such differing notice period is accepted by the Board, such resignation shall be effective 30 days after receipt of such notice by the corporate President or the Board, and the acceptance of such resignation shall not be necessary to make it effective. Notwithstanding the foregoing, the corporate President (unless he or she is the resigning officer) or the Board, in his, her or its discretion, may make such resignation effective at any time prior to the required 30 days.

Section 7.5. **Removal; Termination.** Any officer may be terminated and removed from office, with or without cause and with or without notice, at any time by a resolution of the Board.

Section 7.6. **Vacancies.** A vacancy in any office by reason of death, incapacitation, resignation, termination or any other cause whatsoever, may be immediately filled, at any time, by the Board at a regular or special meeting of the Board.

Section 7.7. **Duties of Officers.**

7.7.1. **Corporate President.** The corporate President shall be the chief executive officer of the Corporation, serving at the pleasure of the Board, and shall act as the operating and directing head of the Corporation, having general charge of the Corporation's business and supervision of its affairs. Subject to policies established by the Board, he or she shall sign all contracts and agreements requiring execution on behalf of the Corporation and required for the ordinary, day-to-day operations of the Corporation. The corporate President shall keep the Board fully informed as to the business and operations of the Corporation. In addition to the powers and duties elsewhere provided in these Bylaws, when duly authorized by the Board to do so, the corporate President shall sign all deeds, liens, guarantees, licenses and other instruments of a special nature. In the absence of the corporate Secretary, the corporate President may determine when to affix the corporate seal to any proper instrument and may attest by signature to all instruments duly authorized and requiring the same. The corporate President shall also have such other powers and duties as are expressly delegated to the corporate President, in writing, by the Board and shall see that all orders and resolutions of the Board are implemented.

7.7.2. **Vice President.** There shall be as many vice presidents as shall be determined by the Board from time to time, and they shall perform such duties as from time to time may be assigned to them by the Board or the corporate President. Such vice president(s), if any, shall familiarize themselves

with the affairs of the Corporation and, as authorized by the Board, any one of the vice presidents shall have all the powers and perform all the duties of the corporate President in case of the temporary absence of the corporate President or in the case of his or her temporary inability to act. In case of the permanent absence or inability of the corporate President to act, the office shall be declared vacant by the Board and a successor chosen and appointed by the Board. The vice president(s) shall have such other powers and duties as are expressly delegated to them, in writing, by the Board.

7.7.3. Corporate Secretary. The corporate Secretary shall: see that the minutes of all meetings of the Board and of any standing committees are kept in the corporate records; be the custodian of the corporate seal and shall determine when to affix it to any proper instrument; give or cause to be given required notices of all meetings of the Board; have charge of all the books and records of the Corporation except the books of account; and in general perform all the duties incident to the office of the secretary of a corporation and such other duties as may be assigned by the corporate President or the Board. The corporate Secretary shall attest by signature to all instruments duly authorized and requiring the same. The corporate Secretary shall have such other powers and duties as are expressly delegated to him or her, in writing, by the Board.

7.7.4. Corporate Treasurer. The corporate Treasurer shall: have general custody of all the funds and securities of the Corporation, except such as may be required by law or agreement to be deposited with any District official, trustee or escrow officer; see to the deposit of the funds of the Corporation in such bank or banks as the Board may designate; maintain, or cause to be maintained, direct and supervise regular books of account; render financial statements to the corporate President and the Board at proper times; and direct and supervise the preparation and filing of such reports, audits, financial statements and returns as may be required by law. He or she shall give to the Corporation such fidelity bond as may be required, and the premium therefor shall be paid by the Corporation as an operating expense. The corporate Treasurer shall have such other powers and duties as are expressly delegated to him or her, in writing, by the Board.

7.7.5. Assistant Secretaries; Assistant Treasurers. The Board may, from time to time, fix the number of assistant secretaries or assistant treasurers and determine their respective duties and functions.

Section 7.8. Fidelity Bonds. If required by the Board, any Trustee, officer, employee or agent of the Corporation shall execute to the Corporation a fidelity bond in such amount, and with such surety or sureties as the Board may direct, conditioned upon the very faithful performance of his or her duties to the Corporation, including responsibility for negligence and for the accounting for all property, funds or securities of the Corporation which may come into his or her hands or control. The premium for any such fidelity bonds shall be paid by the Corporation as an operating expense.

ARTICLE

VIII

INDEMNIFICATION OF TRUSTEES AND OFFICERS

Section 8.1. Non-Liability for Debts. The private property of the Trustees and officers shall be exempt from execution or the liability of any debts of the Corporation and no Trustee or officer shall be liable or responsible for any debts or liabilities of the Corporation.

Section 8.2. **Indemnification.** To the maximum extent permitted by law, the Corporation shall hold harmless and indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit or proceeding by or in the right of the Corporation), by reason of the fact that he or she is or was a Trustee, officer or committee member of the Corporation (collectively, the "Indemnatee") against any and all liability and expenses incurred by the Indemnatee in connection with any threatened or actual proceeding or legal action resulting from the Indemnatee's service to the Corporation or to another entity at the Corporation's written request.

8.2.1. **Exclusions.** Except insofar as permitted by law, the Corporation shall not indemnify any Indemnatee under this Article VIII in connection with: (i) a proceeding by or in the right of the Corporation in which the Indemnatee was adjudged liable to the Corporation; (ii) any other proceeding charging the improper personal benefit to the Indemnatee, whether or not involving action in the Indemnatee's official capacity, in which the Indemnatee was adjudged liable on the basis that personal benefit was improperly received by the Indemnatee; or (iii) any circumstance where the indemnification would adversely affect the tax-exempt status of the Corporation, as determined by the Board in its sole discretion after consultation with legal counsel.

Section 8.3. **Procedure.** The Indemnatee shall notify the Corporation promptly of the threat or commencement of any proceeding or legal action with respect to which the Indemnatee intends to seek indemnification. The Corporation shall be entitled to assume the Indemnatee's defense with counsel reasonably satisfactory to the Indemnatee, unless the Indemnatee provides the Corporation with an opinion of counsel reasonably concluding that there may be a conflict of interest between the Indemnatee and the Corporation in the defense of the proceeding or legal action. If the Corporation assumes the defense, the Corporation shall not be liable to the Indemnatee for legal or other expenses subsequently incurred by the Indemnatee.

Section 8.4. **Expenses Advances.** The Corporation shall automatically advance expenses, including attorney's fees, incurred or to be incurred by the Indemnatee in defending a proceeding or legal action upon receipt of the following: (i) notice and reasonable proof of the expenses; (ii) a written affirmation of the Indemnatee's good faith belief that the Indemnatee has met the standard of conduct for Trustees prescribed in District law or that the proceeding involves conduct for which liability has been eliminated under a provision of the Corporation's Articles of Incorporation pursuant to District law; and (iii) a written undertaking, executed personally or on the Indemnatee's behalf, to repay the advance if a final decision (after expiration or exhaustion of any appeal rights) is made that the Indemnatee is not entitled to be indemnified under this Article VIII.

Section 8.5. **Settlement of Claims.** The Corporation shall not be obligated to indemnify the Indemnatee for any amounts incurred in settlement if settlement is made without the Corporation's prior written consent. The Corporation shall not enter into any settlement that would impose any penalty or limitation on the Indemnatee without the Indemnatee's prior written consent. Neither the Corporation nor the Indemnatee shall unreasonably withhold consent to any proposed settlement.

Section 8.6. **Effect of Repeal.** In order that the Indemnatee may rely on the indemnification

promised by this Article VIII, no repeal or amendment of this Article VIII shall reduce the right of the Indemnitee to payment of expenses or indemnification for acts of the Indemnitee taken before the date of such repeal or amendment.

ARTICLE
IX
CORPORATE SEAL

Section 9.1. **Form of Seal.** The corporate seal, if any, shall be in such form as shall be approved from time to time by the Board.

ARTICLE
X
BOOKS AND RECORDS

Section 10.1. **Requirements; Compliance.** The Corporation shall keep correct and complete books and records of account as required by District law and any regulatory agency having proper jurisdiction over the affairs and activities of the Corporation, and shall also keep minutes of the proceedings of the Board and committees authorized by, or having any of the authority of, the Board, including, without limitation and for so long as the such law applies to charter schools, compliance in all respects with the public records retention and disposition laws of the District. All books and records of the Corporation may be inspected, for any proper purpose at any reasonable time, by: (i) the Member, its agents, attorneys or designees; (ii) any Trustee; (iii) the agent or attorney of such Trustee; and (iv) as otherwise required by District law.

ARTICLE
XI
FISCAL YEAR

Section 11.1. **Designation.** The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE
XII
PRIVATE INUREMENT

Section 12.1. **Prohibition Against Private Inurement.** No Trustee, officer or employee of the Corporation, member of a committee of the Corporation, nor any other private individual shall: (i) receive any of the net earnings or pecuniary profit of the Corporation, except that the Corporation can pay reasonable compensation for services rendered; provided, however, that compensation shall not be paid if such payment would constitute an act of self-dealing or would result in the termination of the Corporation's tax exempt status under Section 501(c)(3) of the Code; or (ii) be entitled to share in the distribution of any of the corporate assets in the event of the Corporation's dissolution. All Trustees shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied shall be distributed exclusively as permitted by applicable law.

ARTICLE

F.3. Code of Ethics



Code of Ethics

EQUAL EMPLOYMENT OPPORTUNITY

BASIS DC is an Equal Opportunity Employer. This means that we will extend equal opportunity to all individuals without regard for race, religion, color, sex, national origin, age, disability, handicaps or veterans status. This policy affirms BASIS DC's commitment to the principles of fair employment and the elimination of all vestiges of discriminatory practices that might exist.

NON-DISCRIMINATION

BASIS DC will not, under any circumstances, condone or tolerate conduct which may constitute harassment on the part of any of its employees. It is our policy that all employees have the right to work in an environment free from any type of illegal discrimination, including sexual harassment.

Any employee found to have engaged in such conduct will be subject to immediate discipline, up to and including discharge.

Harassment is defined as:

- Making submission to unwelcome sexual advances or requests for sexual favors a term or condition of employment.
- Basing an employment decision on submission or rejection by an employee of unwelcome advances, requests for sexual favors or verbal or physical contact of a sexual nature.
- Creating an intimidating, hostile or offensive working environment or atmosphere either by:
 - a) verbal actions, including calling employees by terms of endearment; using vulgar, kidding or demeaning language; or
 - b) physical conduct which interferes with an employee's work performance.

BASIS DC employees in supervisory positions or other influential roles, are not allowed to date direct reports due to their status as role models, their access to sensitive information, their ability to influence others, and a perception of favoritism that may be created.

It is a responsibility of the supervisor to disclose any such relationship to his/her direct supervisor. At that time, BASIS DC may consider a transfer of the individual to other positions or departments. The individual with the more senior position will be considered for transfer first to avoid any perception of retaliation against the less senior person.

BASIS DC will make reasonable accommodations for qualified individuals with known disabilities. This policy governs all aspects of employment, including selection, job assignment, compensation, and access to benefits and training.

ETHICS STANDARDS

SCOPE:

This standard applies to all BASIS DC employees, including part time, temporary, leased and contract employees.

PURPOSE:

BASIS DC is committed to the highest possible standards of ethical, moral and legal business conduct. In line with this commitment and BASIS DC's commitment to open communication, this standard provides an avenue for employees to raise concerns, and reassurance that they will be protected from reprisals or victimization for whistleblowing in good faith. If an employee feels that their anonymity is not required, then they should follow our existing grievance procedure.

POLICY:

The whistleblowing policy is intended to cover serious concerns that could have a large impact on BASIS DC or its clients, such as actions that:

- May lead to incorrect financial reporting;
- Are unlawful;
- Are not ethical or compromise safety of the students or employees, or
- Otherwise amount to serious improper conduct.

Regular business matters that do not require anonymity should be directed to the employee's supervisor and are not addressed by this policy.

SAFEGUARDS:

Harassment or Victimization

Harassment or victimization of the complainant will not be tolerated.

Confidentiality

Every effort will be made to protect the complainant's identity. Please note that the information provided by you may be the basis of an internal and/or external investigation into the issue you are reporting and your anonymity will be protected to the extent possible; however, your identity may become known during the course of the investigation.

Anonymous Allegations

This policy allows employees to remain anonymous at their option. Concerns expressed anonymously will be investigated, but consideration will be given to:

- The seriousness of the issue raised
- The credibility of the concern, and
- The likelihood of confirming the allegation from attributable sources.

Malicious Allegations

Malicious allegations may result in disciplinary action.

PROCEDURE:

Reporting

The whistleblowing procedure is intended to be used for serious and sensitive issues. Serious concerns relating to financial reporting, unethical or illegal conduct can be reported through the BASIS Safe Line a toll free hotline:

(877)472-2110 (English) or (800)216-1288 (Spanish)

Callers to the Hotline will have the ability to remain anonymous if they choose. Please note that the information provided by you may be the basis of an internal and/or external investigation into the issue you are reporting and your anonymity will be protected to the extent possible by law; however, your identity may become known during the course of the investigation. Complaints are submitted by Lighthouse to BASIS DC or its designee, and may or may not be investigated at the sole discretion of BASIS DC.

Employment-related concerns should continue to be reported through your normal channels such as your supervisor, HR representative, or Head of Schools.

Timing

The earlier a concern is expressed, the easier it is to take action.

Evidence

Although the employee is not expected to prove the truth of an allegation, the employee needs to demonstrate to the person contacted that there are sufficient grounds for concern.

HOW THE COMPLAINT WILL BE HANDLED:

The action taken will depend on the nature of the concern. The Head of Schools receives a report on each complaint and a follow-up report on actions taken. Summary of the complaints related to operations of BASIS Schools will be presented to the BASIS DC Board of Trustees during the quarterly report.

Initial Inquiries

Initial inquiries will be made to determine whether an investigation is appropriate, and the form that it should take. Some concerns may be resolved by agreed action without the need for investigation.

Report to Complainant

Whether reported to BASIS DC personnel or through the hotline, the complainant will be given the opportunity to receive follow-up on their concern:

- Acknowledging that the concern was received
- Indicating how the matter will be dealt with
- Giving an estimate of the time that it will take for a final response
- Telling them whether initial inquiries have been made
- Telling them whether further investigations will follow, and if not, why not.

The complainant will receive a case number and a phone number to call for a status.

Further Information

The amount of contact between the complainant and the body investigating the concern will depend on the nature of the issue, the clarity of information provided, and whether the complainant remains accessible for follow-up. Further information may be sought from the complainant.

Information

Subject to legal constraints the complainant will receive information about the outcome of any investigations.

BASIS DC reserves the right to modify or amend this policy at any time as it may deem necessary.

SUBSTANCE ABUSE

BASIS DC takes seriously the problem of drug and alcohol abuse, and is committed to providing a substance free work place for its employees. This policy applies to all employees of BASIS DC, without exception, including part-time and temporary employees.

BASIS DC will not tolerate employees who report for duty while impaired or who become impaired by use of alcoholic beverages or drugs while working during the school day and/or while on school property.

All employees should report evidence of abuse to a supervisor or use the BASIS Safe Line. In cases where the use of alcohol or drugs pose an imminent threat to the safety of persons or property, an employee must report the violation immediately to his/her supervisor.

To ensure a substance free workplace, BASIS DC employees may be asked to submit to a medical examination and/or be clinically tested for the presence of alcohol and/or drugs. Within the limits of federal and state laws, we reserve the right, at our discretion, to examine and test for drugs and alcohol. A situation where this could happen may include, but not be limited to, as part of an investigation of any accident in the workplace in which there are reasonable grounds to suspect alcohol and/or drugs contributed to the accident.

F.4 Conversion Endorsement Certification

[Not Applicable]

F.5 Letter of Intent for Facility

[Not Applicable]

F.6 Research on Comparable Facilities

711 Edgewood Street, NE Washington, DC 20017

BUILT OUT SCHOOL SPACE FOR LEASE

AVAILABLE FOR 2016
SCHOOL YEAR

NOW AVAILABLE :: 711 EDGEWOOD STREET, NE :: WASHINGTON, DC 20017

FLOOR/AREA: 41,681 SF

AVAILABILITY: 2016-2017 School Year

RENTAL RATE: Negotiable

SPACE FEATURES:

- Built out and ready for school use
- Short walk from Rhode Island Metro (Red Line) with direct pathway to building
- Enclosed parking lot with approximately 26 lined spaces
- Indoor gymnasium, high ceilings
- Located directly off of Metropolitan Branch Trail
- Loading dock



FOR MORE INFORMATION CONTACT:

Mark Mallus

Senior Vice President

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Mark.Mallus@cbre.com

Harry Dematatis

Vice President

+1 202 585 5538

Harry.Dematatis@cbre.com

CBRE

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BUILT OUT SCHOOL SPACE FOR LEASE



AVAILABLE FOR 2016 SCHOOL YEAR

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+1 202 585 5538

CBRE



Location: Patriots Plaza II
 Capitol Hill Area Cluster
 Southwest Submarket
 District of Columbia
 Washington, DC 20002

Building Type: Class A Office
 Status: Built Sep 2000
 Stories: 12
 RMA: 321,502 SF
 Typical Floor: 28,516 SF
 Total Area: 43,221 SF
 % Leased: 66.6%

Developer: Trammell Crow Company
 Management: CBRE
 Recorded Owner: Kennedy/MEPT

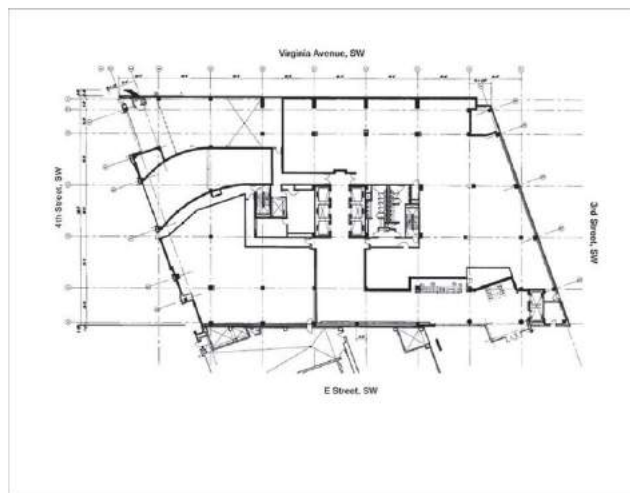
Expenses: 2009 Tax @ \$1.97/sf
 Parcel Number: 0537-0812
 Parking: 400 Covered Spaces are available; Ratio of 0.9/1,000 SF
 Amenities: Central Employment Area, Hotel

Floor	SF Area	Floor Contig	Blkg Contig	Rent/SF/yr + Sec	Occupancy	Term	Type
E 1st	3,000 - 16,070	16,070	39,325	\$40.00-\$42.00/s	Vacant	7-10 yrs	New
3rd-1st	4,896	4,896	4,896	\$47.00-\$49.00/s	Vacant	Negotiable	Class C
E 2nd	3,000 - 22,255	22,255	39,325	\$45.00-\$47.00/s	Vacant	7-10 yrs	New



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375 E St SW Patriots Plaza II-Patriots Plaza



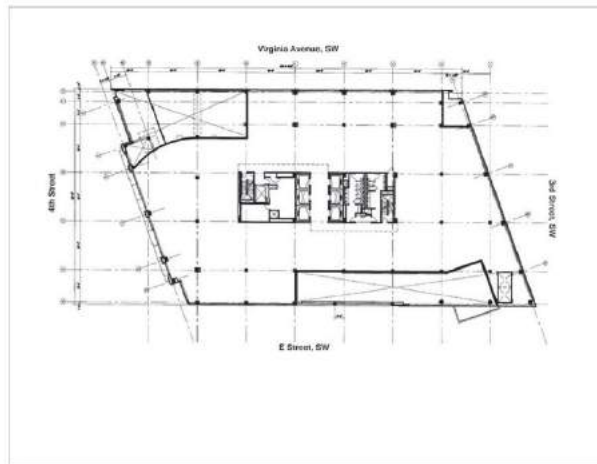
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375 E St SW
Patriots Plaza II-Patriots Plaza



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375 E St SW
Patriots Plaza II-Patriots Plaza



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Property Summary Report

905-909 E St NW - Weschler Galleries
Washington, DC 20001 - East End Submarket



BUILDING

Type:	Class C Office
Tenancy:	Single
Year Built:	1910
RBA:	35,000 SF
Floors:	5
Typical Floor:	7,000 SF

LAND

Zoning:	C-4
---------	-----

EXPENSES PER SF

Taxes:	\$5.40 (2016)
--------	---------------

PARCEL

0377-0802, 0377-0851

AMENITIES

Central Employment Area

LEASING

Available Spaces: No Spaces Currently Available

SALE

For Sale:	\$15,000,000 (\$428.57/SF) - Active
Sale Company:	J Street Companies
Contacts:	Alex Green (202) 857-4321

TRANSPORTATION

Transit/Subway:	6 minute walk to Gallery Place-Chinatown Transit Stop (Green, Red, Yellow Lines)
Commuter Rail:	6 minute drive to L'Enfant Commuter Rail (Manassas, Fredericksburg Lines)
Airport:	13 minute drive to Ronald Reagan Washington National Airport
Walk Score ®:	Walker's Paradise (94)
Transit Score ®:	Rider's Paradise (100)

KEY TENANTS

Adam A. Weschler & Son, Inc.	25,000 SF
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Property Summary Report

1851 9th St NW

Washington, DC 20001 - Uptown Submarket



BUILDING

Type:	Specialty
Subtype:	Schools
Year Built:	1932; Renov 2012
GBA:	29,301 SF
Floors:	4
Construction:	Masonry

LAND

Land Area:	0.15 AC
Zoning:	R4
Parcel:	0394-0874

EXPENSES PER SF

Taxes:	\$1.45 (2013)
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LEASING

Available Spaces: 3,261 - 29,301 SF Available in 5 Spaces

AVAILABLE SPACES

Floor	Use	Type	SF Avail	Fir Contig	Bldg Contig	Rent	Occupancy	Term
E LL	Office	Relet	3,261	3,261	29,301	Withheld	Vacant	3 - 15 Yrs
E 1st	Office	Relet	6,510	6,510	29,301	Withheld	Vacant	3 - 15 Yrs
E 2nd	Office	Relet	6,510	6,510	29,301	Withheld	Vacant	3 - 15 Yrs
E 3rd	Office	Relet	6,510	6,510	29,301	Withheld	Vacant	3 - 15 Yrs
E 4th	Office	Relet	6,510	6,510	29,301	Withheld	Vacant	3 - 15 Yrs

SALE

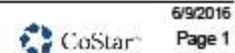
Last Sale: Sold on Mar 10, 2016 for \$7,000,000 (\$238.90/SF)

TRANSPORTATION

Parking:	Ratio of 0.67/1,000 SF
Transit/Subway:	5 minute walk to Shaw-Howard U Transit Stop (Green, Yellow Lines)
Commuter Rail:	10 minute drive to Union Station Commuter Rail (Brunswick, Camden, Penn Lines)
Airport:	18 minute drive to Ronald Reagan Washington National Airport
Walk Score ®:	Walker's Paradise (98)
Transit Score ®:	Excellent Transit (81)



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Property Summary Report

3224 16th St NW

Washington, DC 20010 - Uptown Submarket



BUILDING

Type:	Specialty
Subtype:	Religious Facility
Year Built:	1964
GBA:	38,937 SF
Floors:	3

LAND

Land Area:	0.29 AC
Zoning:	RSB, Washington
Parcel:	2608-1041

EXPENSES PER SF

Taxes:	\$2.50 (2006)
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FEATURES

Property Manager on Site

LEASING

Available Spaces: No Spaces Currently Available

SALE

Last Sale: Sold on Sep 12, 2000 for \$2,000,000 (\$51.37/SF)

TRANSPORTATION

Transit/Subway:	7 minute walk to Columbia Heights Transit Stop (Green, Yellow Lines)
Commuter Rail:	18 minute drive to Union Station Commuter Rail (Brunswick, Camden, Penn Lines)
Airport:	26 minute drive to Ronald Reagan Washington National Airport
Walk Score ®:	Walker's Paradise (97)
Transit Score ®:	Excellent Transit (83)

KEY TENANTS

Family Federation For World Peace And Unification 500 SF

PROPERTY CONTACTS

True Owner: Meridian Hill Baptist Church

Recorded Owner: Meridian Hill Baptist Church

Property Manager: Meridian Hill Baptist Church



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Property Summary Report

5025 Wisconsin Ave NW

Washington, DC 20016 - Uptown Submarket



BUILDING

Type:	Class B Office
Tenancy:	Single
Year Built:	1981
RBA:	54,500 SF
Floors:	5
Typical Floor:	10,900 SF
Construction:	Masonry

LAND

Land Area:	0.47 AC
Zoning:	C2A
Parcel:	1669-0805

EXPENSES PER SF

Taxes:	\$2.91 (2016)
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LEASING

Available Spaces: 10,900 - 54,500 SF Available in 5 Spaces

Availability: 100% Available; 100% Vacant

AVAILABLE SPACES

Floor	Use	Type	SF Avail	Fir Contig	Bldg Contig	Rent	Occupancy	Term
E 1st	Office	Relet	10,900	10,900	54,500	Withheld	Vacant	Negotiable
E 2nd	Office	Relet	10,900	10,900	54,500	Withheld	Vacant	Negotiable
E 3rd	Office	Relet	10,900	10,900	54,500	Withheld	Vacant	Negotiable
E 4th	Office	Relet	10,900	10,900	54,500	Withheld	Vacant	Negotiable
E 5th	Office	Relet	10,900	10,900	54,500	Withheld	Vacant	Negotiable

SALE

For Sale: Price Negotiable

Sale Company: JLL

Contacts: William Prutting (202) 719-5867, Marc Rampulla (202) 719-5743, Paul Spellman (202) 719-5000, James Molloy (202) 719-5788



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Property Summary Report

6200 2nd St NW

Washington, DC 20011 - Uptown Submarket



BUILDING

Type:	Specialty
Year Built:	1900
GBA:	70,140 SF
Floors:	1

LAND

Land Area:	2.40 AC
Zoning:	R1B
Parcel:	3341-0812

LEASING

Available Spaces: No Spaces Currently Available

SALE

For Sale: \$21,000,000 (\$299.40/SF) - Active

Sale Company: The Meyer Group

Contacts: Edward Flenner (202) 466-0858

TRANSPORTATION

Parking: 18 Surface Spaces are available; Ratio of 0.25/1,000 SF

Transit/Subway: 17 minute walk to Takoma Transit Stop (Red Line)

Commuter Rail: 9 minute drive to Silver Spring Commuter Rail (Brunswick Line)

Airport: 25 minute drive to Ronald Reagan Washington National Airport

Walk Score ®: Very Walkable (78)

Transit Score ®: Good Transit (65)

PROPERTY CONTACTS

True Owner: National Children's Center Inc

Recorded Owner: National Childrens Center Inc



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F.7 Draft Memorandum of Understanding, Letter of Intent, or Contract for Mission-Critical Partnerships

Critical Partnerships

- None at the time of this submission. BASIS DC will remain open to potential partnerships.

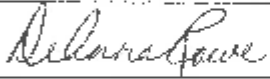
F.8 Assurances Form

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

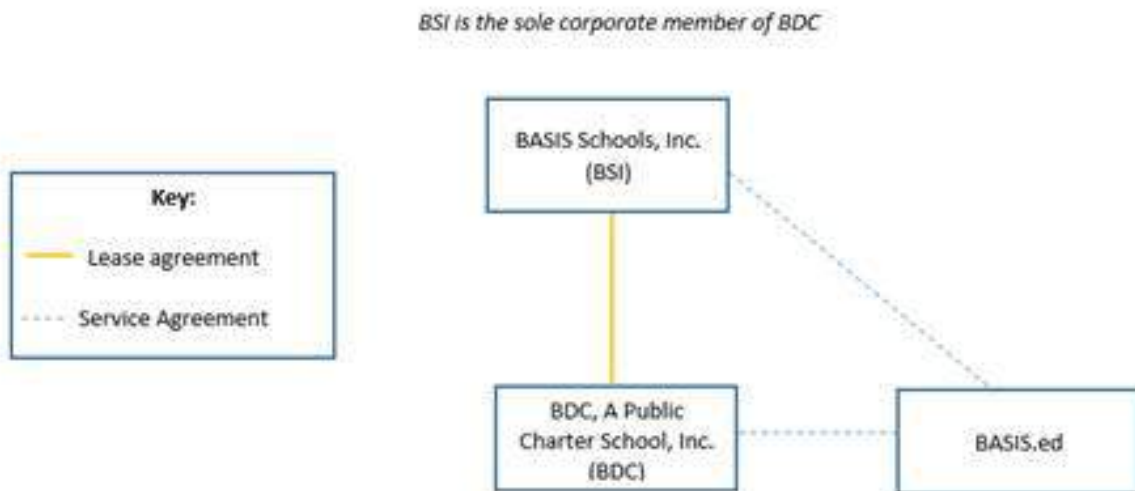
1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
15. Comply with the following federal and local laws:
 - a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et*

- b. **Building Safety:** D.C. Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
- c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
- e. **Students with Disabilities:** Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
- f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
- g. Title I of the Elementary and Secondary Education Act;
- h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000c *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature 	
DeAnna Rowe	Executive Director
Name	Title
BASIS DC Primary	8/24/2016
Name of Proposed School	Date

F.9 [EO/MO] Management Agreement and Related Documents

Please refer to the initial application and updated Management Agreement from 2014, previously provided to PCSB



F.10 [EO/MO's Financial Audits for the Last Three Years

F.11 [EO/MO's Annual Reports for the Last Two Years

F.12 [EO/MO's IRS Filings for the Last Three Years

Currently in discussions with DC PCSB staff and will continue communications to reach a resolution on the items requested above.



APPENDIX: G.

Curriculum Samples

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Curriculum Unit & Lesson Plan Template

Math & Science 4

Grade Level	4 th	Grading Period	5
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	<p>Familiarity with additive comparisons, as well as other types of addition and subtraction word problems. Students have developed skills with multiplication and division, and are proficient in multiplication with more than two or three digits, as well as long division with decimals.</p>		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	<p>BASIS DC Primary will use the Saxon Course 1 textbook as a guide to implement a four-day lesson plan to have the student achieve the performance objective. The approach in implementing these daily lessons follows closely to the direct instruction model: activation of prior knowledge, introduction to new material and modeling, guided practice, independent practice, and formative assessment. The students will be able to solve word problems about multiplication, including comparison: areas/arrays, and equal groups. Students will be able to draw pictures, use symbols, and set up equations to solve each problem. Additional samples and supplemental material will be provided from the Saxon Algebra ½ textbook. While these texts are above grade level for the standard, BASIS will use and implement the material in such a way to not only meet but exceed the standard and performance objective. Another important aspect of the BASIS program is the dynamic between the Subject Expert Teacher (SET) and the Learning Expert Teacher (LET). The SET will primarily be responsible for implementing the standards, teaching the lessons, and conducting the day-to-day routines. While the LET will be responsible for tracking student behavior, implementing individualized academic plans for low performing students, and ensuring every student is attaining mastery level for each standard.</p>		
Standard Number and Description	<p>CCSS.MATH.CONTENT.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>		
Materials/Resources Needed	<p>Students will be provided with individual whiteboards and dry erase markers for guided and independent practice. Projector for projecting class examples and teacher whiteboards will also be used. Students will also record notes and examples in the personal Math Spiral-bound Notebooks. Pens, pencils and good erasers.</p>		

Lesson	Instructional Strategies	Student Activities
1	<p>Objective: Students will (“SW”) understand how to use and solve problems involving missing numbers, or unknowns, in both multiplication and division.</p> <p>Activation of Prior Knowledge: SET will write the following multiplication problem on the whiteboard. $4 \times 3 = 12$. SET will then cover up each factor in the multiplication fact, one at a time, and will prompt discussion in the classroom for how to find the covered number using the two uncovered numbers. SET will ask students what operation should be performed to find the missing number. A similar demonstration will also be provided before beginning the division problem examples.</p> <p>Introduction to New Material (“INM”)/Modeling: The SET will demonstrate two examples for missing numbers in multiplication and two examples for missing numbers in division. The correct process and steps will be discussed as a class and the SET will give the students enough time to copy everything down.</p> <p>Guided Practice: The SET will put up another four examples on the large whiteboard at the front of the classroom and will help to guide the students in working on them individually. As a group, the SET will ask questions about what the steps are. LET will walk around the students making sure each student stays on task and is successful in completing all four guided practice problems.</p> <p>Independent Practice: The SET will put two final practice problems and ask students to work on one multiplication and one division missing number problem quietly and independently at their seats. The LET will check to ensure each student understood the lesson and accomplished the performance objective.</p> <p>Formative Assessment: The SET will ask students to get out a loose leaf piece of paper for their exit ticket. The SET will give the students one missing number in multiplication problem for students to finish and turn in before leaving for the day.</p>	<p>SW open their communication journals to the day’s page for math and record the objective from the whiteboard. SW include new vocabulary, with definition restated in their own words, at the top of the day’s page in their math spiral bound notebooks.</p> <p>SW participate and engage in the class discussion.</p> <p>SW take notes in their math notebooks, recording definitions of each term (factors, product, missing number, etc.) as well as copying down each example and the steps and process to arrive at the correct answer</p> <p>SW copy each guided practice problem on their individual whiteboards. SW follow along with the teacher and the class to ensure they arrive at the correct answer.</p> <p>SW work quietly and independently on two independent practice problems. They will ask their teacher when they need help, as well as when they are finished so the teacher can check their work.</p> <p>SW complete their exit tickets before leaving for the day.</p>

Lesson	Instructional Strategies	Student Activities
2	<p>Objective: SW be able to read and translate word problems about equal groups into mathematical equations and solve for the missing number. SW explain and identify the correct steps in solving word problems about multiplication.</p> <p>Activation of Prior Knowledge: SET will project an additive comparison word problem on the board and ask students what operation they needed to design an equation and solve the problem. SET will then project the day's problem about equal groups and ask students if the same operation will work.</p> <p>INM/Modeling: SET will ask students to get out math notebooks and pencils to copy down the four steps in solving the word problems. SET will walk the students through the example, explaining and identifying each of the four steps clearly. Step 1: Identify the type is about equal groups. Step 2: Analyze the pattern of multiplication. Step 3: Calculate the missing factor by dividing or multiplying. Step 4: Review the question and check your work.</p> <p>Guided Practice: SET will ask students to get out individual whiteboards and a marker to do three guided practice problems. SET will ask students what each step is along the way, and cold-call other students to perform those steps with the class.</p> <p>Independent Practice: SET will provide students with two more practice problems but ask students to work on these on their whiteboards silently and independently at their desks. SET will circulate around the classroom, checking student work, and ensuring each student understood the lesson.</p> <p>Formative Assessment: SET will project a final example about word problems with equal groups on the large whiteboard for students to do on paper and turn in as an exit slip. SET will collect data on the students' performance and understanding of the day's objective.</p>	<p>SW copy the objective in their communication journals.</p> <p>SW engage in class discussion and answer questions about the previous and new problems.</p> <p>SW take notes in their math notebooks and carefully copy down each step in the process. Step 1: Identify the type is about equal groups. Step 2: Analyze the pattern of multiplication. Step 3: Calculate the missing factor by dividing or multiplying. Step 4: Review the question and check your work.</p> <p>SW work on guided practice problems with dry erase markers on their individual whiteboards. SW raise their hands when they have questions. SW respond to questions when called on by the teacher.</p> <p>SW practice the word problems on their whiteboards and raise their hands when they are finished so that the teacher may check their work.</p> <p>SW complete their exit tickets and hand them in to the teacher before leaving for the day.</p>
3	<p>Objective: SW identify other types of missing factors, including missing factor problems with mixed numbers or decimal numbers. SW analyze the problems and differentiate between the different types.</p> <p>Activation of Prior Knowledge: SET will project the following missing number problem $5n = 20$ and ask students to restate the operation and step needed to find the value of the missing number.</p> <p>INM/Modeling: SET will project a very similar problem, $5n = 21$, but prompt students to notice that the answer will no longer be a whole number. SET will</p>	<p>SW copy the objective in their communication journals</p> <p>SW participate in the class discussion.</p> <p>SW take notes on the examples, step by step, in their math notebooks.</p>

Lesson	Instructional Strategies	Student Activities
	<p>demonstrate each step in the division process to find the mixed number solution. SET will also demonstrate two more examples with decimals and mixed numbers.</p> <p>Guided Practice: SET will project four more examples of similar type, involving missing numbers with mixed numbers and decimal numbers. SET will guide the class by each step, cold calling students to identify the correct operation to calculate the solution.</p> <p>Independent Practice: SET will prompt the students to work on two independent practice problems, one with mixed numbers and one with decimal numbers. SET will circulate around the room, answering questions, and check the students' work for understanding of the day's performance objective.</p> <p>Formative Assessment: SET will project a final equation for an exit ticket and ask students to turn it in on a loose leaf piece of paper before exiting the classroom. SET will analyze the students result, and pull any student below the mastery level out to reteach the objective.</p>	<p>SW practice the same guided practice problems on their individual whiteboard. SW explain the correct steps and differentiate between the two types of problems.</p> <p>SW raise their hands when they are finished with their independent practice problems. SW question the teacher when they are stuck and need help.</p> <p>SW complete the exit ticket and hand it in before leaving for the day.</p>
4	<p>Objective: SW solve multiplication word problems, and be able to differentiate between the three different types: equal groups, areas/arrays and comparisons. SW illustrate differences by drawing pictures and composing equations with symbols representing unknowns to solve.</p> <p>Activation of Prior Knowledge: SET will project an equal groups word problem (from a previous lesson) and ask students to provide steps orally to solve the problem. SET will ask what operation is being used and if there are any other types of real-life word problems where multiplication might be the necessary operation to solve their problem.</p> <p>INM/Modeling: SET will place the equal groups word problem example in the table on the large whiteboard, outlining the three different types of multiplication word problems. SET will then give two more examples, one involving the area of a rectangle, another involving a comparison multiplication problem. SET will guide the students through the same 4 steps, asking students to take notes in their math notebooks. SET will model how to analyze the pattern of each problem by drawing pictures and translating those pictures to equations to solve.</p>	<p>SW copy down the objective in their communication journals. SW copy down table displayed for the three different types of word problems they will see and practice with for the day's objective</p> <p>SW participate in class discussion and provide personal examples of real-life situations where multiplication is the necessary operation to solve a problem.</p> <p>SW continue filling out the table with the three different types. SW also take notes on each of the examples with the teacher, and outline all 4 steps in the math notebooks. Step 1: Identify the type. Step 2: Analyze the pattern of multiplication. Step 3: Calculate the missing factor by dividing or multiplying. Step 4: Review the question and check your work.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Guided Practice: SET will project three more word problems, one of each type. SET will cold call students on each problem, asking them to provide each step in the process. SET will also ask students to restate the steps of each problem to a neighbor and identify the correct operation for each.</p> <p>Independent Practice: SET will project another three independent practice problems and ask students to work quietly and independently. LET will circulate around the room, checking for understanding of the day's performance objective.</p> <p>Formative Assessment: SET will give one more problem as an exit slip and ask students to turn it in before leaving for the day. LET will analyze results from the exit slips and differentiate instruction appropriately.</p>	<p>SW follow along with the class, working through the guided practice problem on their individual whiteboards. SW ask the teacher questions when confused or be prompted to consult a neighbor for help.</p> <p>SW work quietly and independently on their independent practice problem. SW raise their hand when they are finished for the teacher to check their work. SW complete the exit slip before leaving.</p>
5	SET will instruct students to complete the summative assessment.	SW complete the summative assessment.

Summative Assessment Items*Each question is worth two points. Show all work to receive full credit.

- Find the missing number. Check your work. $J \times 5 = 60$
- Find the missing number. Check your work. $15n = 0$
- Susan sold seashells for 75 cents each. How much money did Susan receive selling seven seashells? Be sure to include units in your answer.
- There are about three hundred twenty little O's of cereal in an ounce. About how many little O's are there in a one-pound box? Write an equation and solve the problem (HINT: 1 pound = 16 ounces). Be sure to include units in your answer.
- In the store parking lot there were 18 parking spaces in each row, and there were 12 rows of parking spaces. Altogether, how many parking spaces were in the parking lot? Be sure to include units in your answer.
- Solve: $6w = 21$
- Solve: $0.8 = 0.5x$
- The area of a rectangle is 32 square centimeters. One side has a length of 8 centimeters, which is twice as much as the width. What is the width of the rectangle? Be sure to include units in your answer.
- A blue jacket costs \$18. A pink sweater costs three times as much as the blue jacket. How much does the pink sweater cost? Be sure to include units in your answer.
- Because Edgar studied so much harder, he turned into a boy genius and scored 2.53 times better than he did on his last math test. His last test score was 38 percent. What did he score on his most recent test? Be sure to include units in your answer. Round your answer to the nearest percent.

Answer Key

1. $J = 12$
2. $n = 0$
3. \$5.25
4. 5,120 little O's of cereal
5. 216 parking spaces
6. $w = 3\frac{1}{2}$
7. $x = 1.6$
8. 4 centimeters
9. \$54
10. 96%

Rubric: 2 points for each question with correct answer and correct process; 1 point for correct process but incorrect answer; 0 points otherwise.

Total: _____/20; **Grading Scale:** 0-13=Incomplete; 14-15=C; 16-17=B; 18-20=A. 80%=Mastery

Lesson Plan Template

Math & Science 3

Grade Level	3 rd	Grading Period	3
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	Students are familiar and proficient in addition, subtraction, multiplication, and division facts. They also have familiarity with some story problems. Students will have developed math note-taking skills.		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	BASIS DC Primary will use the Saxon Math Intermediate 4 textbook as a guide to implement a five-day lesson plan to have the students achieve the performance objective. The approach in implementing these daily lessons follows closely to the direct instructional model: activation of prior knowledge, introduction to new material and modeling, guided practice, independent practice, and a formative assessment. The students will be introduced conceptually to the idea of translating story problems involving addition, subtraction, multiplication, and division into mathematical pictures and equations by first thinking critically about the type of story problem and necessary operations. After grasping the concepts of these two-step story problems, as written in the performance objective, students will learn to use and apply their knowledge of the four operations to be performed in the conventional order, called Order of Operations, even when there are no parentheses to specify a particular		

	order. Another important aspect of the BASIS program is the dynamic between the Subject Expert Teacher (SET) and the Learning Expert Teacher (LET). The SET will primarily be responsible for implementing the standards, teaching the lessons, and conducting the day-to-day routines. While the LET will be responsible for tracking student behavior, implementing individualized academic plans for low performing students, and ensuring every student is attaining mastery level for each standard.
Standard Number and Description	CCSS.MATH.CONTENT.3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.)
Materials/Resources Needed	Teacher whiteboards and projectors will be used. Other necessary materials include Teacher Fact Cards, copy paper for student use, small zip-top bags, and color tiles. Daily materials for Oral Fact Practice worksheets and Fact Practice worksheet. Whiteboard dry erase markers and individual whiteboards will also be used and are available at the student desks.

Lesson (add as needed)	Instructional Strategies	Student Activities
1	<p>Objective: Teacher will (TW) review objective with students and write on objective on board: Translate word problems into number sentences. SW demonstrate their understanding of word problems for addition and subtraction by calculating the correct answer. SW demonstrate writing their own story problems for given number sentences.</p> <p>Activation of Prior Knowledge: SET and LET will get out Oral Fact Practice sheets, and have students fold so the answers are on the back. SET will ask students for a choral response to answer the facts as each student follows along. SET and LET will then pass out Fact Practice worksheets and time the students for 1 minute. Read aloud the answers so students can self-grade.</p> <p>Introduction to New Material (“INM”)/Modeling: SET will put the example for the day on the projector. (Example: There were 76 children</p>	<p>SW copy down the day’s objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p> <p>SW take notes on the example that the teacher is modeling.</p>

Lesson (add as needed)	Instructional Strategies	Student Activities
	<p>in the cafeteria. Twenty children from Room 12 joined them. How many children are in the cafeteria now?) SET will model how to process the information and extract the important data from the word problem. SET will underline the question, bracket important data, and cross out extraneous information. SET will then model how to imagine what is happening in the story and write a number sentence to match it.</p> <p>Guided Practice: SET will put a second story problem on the board. Repeating the same steps as the first example, students will help answer questions and provide the steps. SET will ask students to copy the problem and steps in their math notebooks. SET will then provide a number sentence and ask students to share their ideas for different story problems that could go along with that number sentence.</p> <p>Independent Practice: SET will provide two more word problem examples in a worksheet, passed out to the student. SET will ask students to work quietly and raise their hand after completion. LET will check students for understanding.</p> <p>Formative Assessment: SET will ask students to get out a blank piece of paper. SET will put another number sentence on the whiteboard and ask students to write a story problem that follows along with it. LET will collect the stories for an exit pass.</p>	<p>SW work with the class and write the steps and process on their math notebooks.</p> <p>SW share ideas of a similar story problem.</p> <p>SW complete the story problems quietly and independently. They will raise their hand when they are finished and ask their teacher to check through their work.</p> <p>SW write a story problem to match the number sentence given by the teacher as their exit pass.</p>
2	<p>Objective: LET will write objective on the Board: SW demonstrate adding two-digit numbers with addition algorithm. SW verify the reasonableness of their calculated results by using estimation.</p> <p>Activation of Prior Knowledge: SET and LET will get out Oral Fact Practice sheets, and have students fold so the answers are on the back. SET will ask students for a choral response to answer the facts as each student follows along. SET and LET will then pass out Fact Practice worksheets and time the students for 1 minute. LET will read the answers so students can self-grade.</p>	<p>SW copy down the day's objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p>

Lesson (add as needed)	Instructional Strategies	Student Activities
	<p>INM/Modeling: SET will pass out the Lesson Worksheets for the day. The worksheet will have a lunch menu with different priced items listed. SET will engage students in guided questions such describing a scenario/set of food items at a restaurant. SET will instruct the class to estimate on how much they think they might spend. Then SET will compute actual answer adding up prices from the menu.</p> <p>SET will then use estimation to see if the answer is reasonable. SET will demonstrate how to round each number and mentally add the rounded numbers for a quick estimate. SET will show how to check work with this estimate.</p> <p>Guided Practice: SET will allow student volunteers to choose their food and drink items from the menu. SET will guide students in practicing as a class. SET will ask students to write their work in their math notebooks. SET will help students compare their estimates with their actual calculations for the exact cost of the meals.</p> <p>Independent Practice: SET will ask students to repeat the process for buying a hot dog and orange juice on their individual whiteboards. LET will circulate and check students for understanding.</p> <p>Formative Assessment: SET will cold call each student to estimate the total cost of two menu items before leaving for the day.</p>	<p>SW take notes on the example that the teacher is modeling.</p> <p>SW answer teacher questions.</p> <p>SW estimate the amount of money spent.</p> <p>SW work with the class and write the steps and estimates in their math notebooks.</p> <p>SW work out the problem quietly and independently on their individual whiteboards. SW raise their hand when they are finished for the teacher to check.</p> <p>SW estimate the total cost of the two items the teacher asks for before leaving for the day.</p>
3	<p>Objective: LET will write objective on the board: SW apply different strategies for solving “equal-groups” story problems, including acting out, drawing pictures, and writing number sentences.</p> <p>Activation of Prior Knowledge: SET and LET will get out Oral Fact Practice sheets, and have students fold so the answers are on the back. SET will ask students for a choral response to answer the facts as each student follows along. SET and LET will then pass out Fact Practice for multiplication by 7’s worksheets and time the students for 3 minutes. SET will read the answers so students can self-grade. SET will introduce new</p>	<p>SW copy down the day’s objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p>

Lesson (add as needed)	Instructional Strategies	Student Activities
	<p>lesson students by providing examples of groups used every day, for example, we use equal groups every day in school. Sometimes we work in groups. The teachers distribute the same number of students to each group and show it is an 'equal-group'. SET will provide other examples of real-life equal-groups.</p> <p>INM/Modeling: SET will demonstrate an example where the gym teacher needs two teams of children with five children on each team. SET will ask student volunteers to "act out" this scenario. SET will then show this 'equal group' problem as a picture drawn on the whiteboard. SET will explain that "groups of" indicates multiplication in math. SET will question students on how many children the teacher has all together. SET will show this as a number sentence.</p> <p>Guided Practice: SET will describe another story problem about a field day where children are getting in pairs for a three-legged race. The game will require 5 groups of children. SET will walk students through the three strategies until they arrive at the number sentence and the total number of children.</p> <p>Independent Practice: SET and LET will distribute scrap paper for students to write on. SET will provide two more story problems and ask students to work quietly, showing the pictures and number sentence on their scrap paper. LET will circulate and check student's progress as they work.</p> <p>Formative Assessment: LET will collect the scrap paper to assess the student's understanding of the lesson.</p>	<p>SW participate during the class discussion, and volunteer to participate in the "act-out" demonstration.</p> <p>SW take notes on another example in their math notebooks.</p> <p>SW take notes on the second example in their math notebook.</p> <p>SW complete the independent practice problems on the scrap paper and turn it in as an exit slip.</p>
4	<p>Objective: TW write the objective on the board: SW apply different strategies for solving division story problems, including acting out, drawing pictures, and writing number sentences.</p> <p>Activation of Prior Knowledge: SET and LET will get out Oral Fact Practice sheets, and have students fold so the answers are on the back. SET will</p>	<p>SW copy down the day's objective in their communication journal.</p>

Lesson (add as needed)	Instructional Strategies	Student Activities
	<p>ask students for a choral response to answer the facts as each student follows along. SET and LET will then pass out Fact Practice worksheets on multiplying by 4's and time the students for 1 minute. SET will read the answers so students can self-grade.</p> <p>INM/Modeling: SET will distribute worksheets with four examples from the day's lesson. SET will demonstrate with the first example: "There are 20 markers. Each child will get 4 markers. How many children can have markers?" SET will demonstrate dissecting the word problem by underlining the question, bracketing important information, and crossing out extraneous information. SET will then demonstrate what is happening in the story problem with 20 markers. SET will distribute four markers to each child until s/he runs out of markers. SET will ask how many children will get markers. SET will then write the number sentence that goes with the story problem on the whiteboard.</p> <p>Guided Practice: SET will ask a student volunteer to read the second story problem. The class will help walk through the steps, similarly to the first example.</p> <p>Independent Practice: SET will ask students to do the last two story problems on their own, quietly and independently. LET will ask students to raise their hand upon completion and will check each student for understanding.</p> <p>Formative Assessment: SET and LET will hand out a Written Practice assignment with story problems from the last 4 lessons. LET will collect the worksheets and grade each assignment. Any student that falls below the 80% mastery level will be pulled out by the LET and will be re-taught the concept.</p>	<p>SW participate in the choral response exercise and answer the facts. SW complete the Fact Practice worksheet in a timely manner and grade the own work.</p> <p>SW participate in class discussion and participate during the demonstration with the markers. SW take notes in their worksheets on how to dissect the story problem and write the correct number sentence.</p> <p>SW take notes in their worksheet and participate in helping the class do each step.</p> <p>SW work quietly and independently on the last two problems of the worksheet. SW raise their hand upon completion for the teacher to check their work.</p> <p>SW complete the Written Practice assignment and hand it in before leaving for the day.</p>
5	<p>Objective: SW demonstrate how to simplify expressions with addition, subtraction, multiplication, and division. SW analyze and calculate these</p>	<p>SW copy down the day's objective in their communication journal.</p>

Lesson (add as needed)	Instructional Strategies	Student Activities
	<p>problems even when there are no parentheses to indicate the conventional order of operations.</p> <p>Activation of Prior Knowledge: SET and LET will get out Oral Fact Practice sheets, and have students fold so the answers are on the back. SET will ask students for a choral response to answer the facts as each student follows along. SET and LET will then pass out Fact Practice worksheets for multiplying by 11 and 12. Time the students for 1 minute. SET will read the answers so students can self-grade.</p> <p>INM/Modeling: SET will write the following equation on the whiteboard: $2 \times 9 + 6 \div 2 - 1 + 4 \times 3$. SET will explain that when multiplication/division is mixed with addition/subtraction, there is a special rule to follow. SET will instruct students to underline the multiplication/division. SET will then explain the steps to solve the problem: 1. Perform the underlined operations starting on the left. 2. Anything that is not underlined will be copied below. 3. Perform addition/subtraction last.</p> <p>Guided Practice: SET will pass out scrap paper to each student. SET will write another simplification problem on the whiteboard and ask students to copy on their paper. SET will help guide students through the steps, similar to the first model example. SET will do one more guided practice problem, similarly to the first two.</p> <p>Independent Practice: SET will give the students a fourth simplification problem and ask students to work on it quietly and independently. LET will ask students to raise their hand when completed so teacher may check them for understanding.</p> <p>Formative Assessment: SET will pass out exit slips with different simplification problems. LET will ask students to complete and hand in before leaving for the day.</p>	<p>SW participate in the choral response exercise and answer the facts. SW complete the Fact Practice worksheet in a timely manner and grade the own work.</p> <p>SW follow along and participate with the model example as the teacher demonstrates the steps for the order of operations.</p> <p>SW write the problem and the steps in their math notebook</p> <p>SW work on the two guided practice problems on their scrap paper participating in each step as the teacher helps guide them through it.</p> <p>SW work quietly and independently on their independent practice problem. SW raise their hand upon completion to have the teacher check their work.</p> <p>SW complete the exit ticket and hand in before leaving for the day.</p>
6	TW instruct students to complete the summative assessment.	SW complete the summative assessment.

Summative Assessment Items: Quiz

1. There were 36 children in the gym. Forty-two children joined them. How many children are in the gym now? Please use a number sentence to describe the story, as well as the answer. Be sure to include units in your answer. Then check the reasonableness of your answer by using estimation. Show the estimation for full credit. [3 points]
2. Cheryl had 81 crayons and 26 markers. She gave 10 crayons to her friend. How many crayons does Cheryl have now? Please use a number sentence to describe the story, as well as the answer. Be sure to include units in your answer. Then check the reasonableness of your answer by using estimation. Show the estimation for full credit. [3 points]
3. Write a story problem for the number sentence $10 - 7 = \square$. [2 points]
4. Draw a picture to show 3 packages of 5 crackers. Write a number sentence for your picture. What is the total number of crackers? Be sure to include units in your answer. [3 points]
5. Draw a picture to show 2 packages of 6 pencils. Write a number sentence for your picture. What is the total number of pencils? Be sure to include units in your answer. [3 points]
6. Draw a picture and write a number sentence for the problem. There are 12 candies. Mrs. Peacock will give each child 3 candies. How many children can have candies? Be sure to include units in your answer. [3 points]
7. Five children will share twenty cookies. Show in a picture how they will do this. How many cookies will each child receive? Write a division problem to show this. [3 points]
8. Simplify the expression. (Remember: Simplify the multiplication and division first). $16 \div 4 - 2 + 7 \times 3 = \underline{\hspace{2cm}}$. [2 points]
9. Simplify the expression. (Remember: Simplify the multiplication and division first). $8 + 12 \div 4 - 3 \times 2 = \underline{\hspace{2cm}}$. [2 points]
10. Simplify the expression. (Remember: Simplify the multiplication and division first). $20 - 18 \div 2 + 6 \times 3 = \underline{\hspace{2cm}}$. [2 points]

Answer Key:

1. $36 + 42 = 78$ *children*; $40 + 40 =$ *about 80 children* [1 point for number sentence, 1 point for answer with units, 1 point for correctly rounding for estimation]
2. $81 - 10 = 71$ *crayons*; $80 - 10 =$ *about 70 crayons* [1 point for number sentence, 1 point for answer with units, 1 point for correctly rounding for estimation]
3. Check story problem for reasonableness; 3 [1 point for story, 1 point for answer]
4. Check picture for reasonableness; $3 \times 5 = 15$ *crackers* [1 point for picture, 1 point for number sentence, 1 point for answer with units]
5. Check picture for reasonableness; $2 \times 6 = 12$ *pencils* [1 point for picture, 1 point for number sentence, 1 point for answer with units]
6. Check picture for reasonableness; $12 \div 3 = 4$ *children* [1 point for picture, 1 point for number sentence, 1 point for answer with units]

7. Check picture for reasonableness; $20 \div 5 = 4$ *cookies* [1 point for picture, 1 point for number sentence, 1 point for answer with units]
8. 23 [1 point for process, 1 point for correct answer]
9. 5 [1 point for process, 1 point for correct answer]
10. 29 [1 point for process, 1 point for correct answer]

Total: _____/26; Grading Scale: 0-18=Incomplete; 19-20=C; 21-23=B; 24-26=A. 80%=Mastery.

Curriculum Unit & Lesson Plan Template

Math & Science 2

Grade Level	2 nd	Grading Period	1
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	Students are proficient in addition and subtraction facts. Familiarity with story problems. Understanding and applications of perimeter and geometry have already been taught and assessed in class as well.		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	BASIS DC Primary will use the Saxon Math 2 and Math 3 textbook as a guide to implement a four-day lesson plan to have the students achieve the performance objective. While some of these texts are above grade level for the standard, BASIS will use and implement the material in such a way to not only meet but exceed the standard and performance objective. The approach in implementing these daily lessons follows closely to the direct instructional model: activation of prior knowledge or “do now, introduction to new material and modeling, guided practice, independent practice, and a formative assessment or closure. The students will be introduced conceptually to the idea of translating story problems into number sentences by first thinking critically about the big picture and process of addition and/or subtraction. In Saxon, word problems about adding to and putting		

	<p>together are called “some, some more” story problems. Also, word problems about taking from and taking apart are called “some, some went away” story problems. BASIS DC Primary will then provide lessons and practice problems on word problems about comparing. As written in the performance objective, students will also learn to use and apply drawings and number sentences to translate and solve all of these story problems. Another important aspect of the BASIS.ed program is the dynamic between the Subject Expert Teacher (SET) and the Learning Expert Teacher (LET). The SET will primarily be responsible for implementing the standards, teaching the lessons, and conducting the day-to-day routines. While the LET will be responsible for tracking student behavior, implementing individualized academic plans for low performing students, and ensuring every student is attaining mastery level for each standard.</p>
Standard Number and Description	<p>CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
Materials/Resources Needed	<p>Guided class practice worksheets, whiteboards, color tiles, and sticky notes</p>

Lesson	Instructional Strategies	Student Activities
1	<p>Objective: Students will learn about some, some more and some, some went away stories.</p> <p>Do Now/Activating Prior Knowledge : Projected on the board is the Do Now. "Using the calendar, what day of the week was it seven days ago?" The SET and LET are circulating during this time supporting students. The SET counts down from five and when at zero instructs the students to hold up their whiteboards. The LET chooses a student to share their answer.</p> <p>Introduction to New Material : The SET will arrange five chairs in the classroom. The SET will tell the students to pretend this is a train. The LET will ask two students to sit on the train. Then the LET will invite three more students to get on the train. The SET will ask the students how many children are on the train. The SET will tell the class this that this is some, some more story. Then the LET will identify who is sitting in each train car. When the train stops the students in the first, last, and middle cars are going to get off at this stop. The SET will ask the students who is getting off the train. The children will get off the train and return to their seats. The SET will ask the class what type of story is this. The answer: a some, some went away story. The LET will continue inviting students to take turns riding the train and review the names of each story: some, some more and some, some went away.</p> <p>Guided Practice: The LET will then put the students in groups of two. The LET will inform the students that they will be working together acting out their own some, some more story. The SET will give the first story to the students and they will act out together as a class. The LET will assign new pairs of students to do a similar demonstration of a give some, some went away story.</p> <p>Independent Practice: The SET will give the students six more problems, three of each type, to act out with their partner. During this time, the SET and LET will be circulating, supporting students while they act out their some, some more and some, some went away stories.</p> <p>Closure:</p>	<p>The students will use the calendar to answer the question; What day of the week was it seven days ago. Students will write their answers on a white board. Students will volunteer the answers</p> <p>The students will observe and participate during the interactive lecture.</p> <p>The students will act out the stories the SET shares with the entire class.</p> <p>The students will work with their partner acting out the stories they have been given.</p> <p>The students will write on their whiteboards and describe what the stories/problems they acted out today were called.</p>

Lesson	Instructional Strategies	Student Activities
	<p>The LET will bring the students back together and they will review. The SET will ask the students to write on their whiteboard describing what the two types of story problems they acted out today were called.</p>	
2	<p>Objective: Students will identify and solve some, some more stories and compare numbers to 50.</p> <p>Do Now /Activating Prior Knowledge: Projected on the board is the Do Now: Read the story on the board and identify what the story is called. The story will be chosen from an example similar to the prior lesson, either a some, some more or a some, some went away story. The SET and LET are circulating during this time supporting students. The SET counts down from five and when at zero instructs the students to hold up their whiteboards. The LET chooses a student to share their answer.</p> <p>Introduction to New Material : The SET will ask a student to tell a story. The SET will then ask another student to tell the story as a some, some more story. The LET will invite a group of students to act out the story. The SET will then tell the students that they are to compare numbers from the story. The SET will ask the students what it means to compare. The SET will write two numbers on the board. The SET will then ask which of these numbers is larger or greater. After a student has responded with the correct answer, the SET will ask how we can prove that one of the numbers is larger. The LET will call up two students to the front of the room. The SET will show the students a set of tiles, demonstrate that tiles are the same size and how to stack them on top of one another. The SET will direct the students to create a row of tiles to represent each number. The SET will ask the students what they notice about the rows of tiles. The SET will write another number combination on the board and ask two more students to come up to prove which one is greater. The LET will repeat this step using just the numbers without the tiles.</p> <p>Guided Practice: The SET will provide the students with five guided practice problems about comparisons that they will complete together. During this time the LET will circulate to identify which students need support and provide students who need enrichment with enrichment activities.</p>	<p>Students will complete the Do Now on their white boards</p> <p>The students will be engaged and participate in an interactive lecture.</p> <p>Students will complete the guided practice problems with the teacher.</p> <p>Students will solve 10 practice problems independently. The students who need intervention will work with the LET. The rest of the class will work on completing the independent practice problems</p>

Lesson	Instructional Strategies	Student Activities
	<p>Independent Practice: The SET will direct the students to complete ten independent practice problems about comparisons. The LET will work with the students that need intervention in a small group. The SET, during this time, will circulate providing additional support and enrichment to the students who may need it.</p> <p>Closure: The LET will bring their students back to join the entire group. The SET will instruct students that did not complete their assignment to put it in the appropriate place for homework. The SET will ask the students what the problems they solved today were called. Then the SET will write a set of pairs of numbers on the board and ask to identify which number is greater. The LET and SET will collect the papers. The SET will check for understanding by asking the class to do a choral response for the answers.</p>	<p>Students will write their names and answers on a sticky note to turn in as the exit ticket for the day.</p>
3	<p>Objective: Students will identify and illustrate a number sentences for: some, some more; some, some went away; and comparison stories.</p> <p>Do Now/Activating Prior Knowledge:</p> <p>Three sets of numbers projected on the board. The students will identify which number is greater from each set on their whiteboard.</p> <p>The LET and SET are both circulating at this time ensure that the students are on task. The SET counts down from five and when at zero instructs the students to hold up their whiteboards. The LET chooses a student to share their answer.</p> <p>Introduction to New Material (15 minutes):</p> <p>The LET will choose a student to make up a some, some more story for the class to act out. The LET will invite a small group of students to act out the story. Then the class will act out the story as a group. The SET will ask a student to explain what happened in the story. The SET will ask the students what other ways besides acting out the story could we tell the story. The SET and LET prompt the students until they come up with the answer of drawing a picture. Then the SET will tell the following story “Darleen went fishing with her sister. She caught two fish in the morning. In the afternoon, she caught three more fish.” The SET will ask the students what happened in the story and what kind of story is this? The SET will then draw two fish then the SET will ask the students what will we draw next? The SET will draw three more fish and then ask the students what number sentence we write to show how many fish Darleen caught that day.</p>	<p>Students will identify numbers that are greater on their white boards.</p> <p>The students are engaged in an interactive lecture and perform some, some more stories for the class.</p>

Lesson	Instructional Strategies	Student Activities
	<p>The SET will write 2 fish+ 3 fish= 5 fish on the board. The SET will ask the students how many fish did Darleen catch? The SET will inform the students that when they answer a story problem they need to answer with a label (i.e. “fish”). The SET will model two more problems with the class, one about some, some went away and another about comparisons.</p> <p>Guided Practice:</p> <p>The SET will provide six more word problems to the class, two for each of the three types: some, some more; some, some went away; and comparisons. The SET will ask the students to follow along applying the board equals paper technique. The students will then illustrate a drawing for each problem, a number sentence, and labels with the answer. The LET will circulate and identify the students who need additional support and enrichment.</p> <p>Independent Practice:</p> <p>The SET will provide three independent practice word problems, one of each type: Some more; some, some went away, and comparison. Students will be asked to identify the number sentence, then write the number sentence using labels. Finally, students will be asked to illustrate the number sentence. The SET will instruct the students to complete the independent practice problems. The LET will work with a small group of students who need additional support on the assignment.</p> <p>Closure: The entire class will be brought back together to review concept covered during the class. The SET will display a some, some more problem on the board and the LET will ask the students to guide the SET on the steps they will need to take to solve the problem.</p>	<p>Students will copy the problems from the board and follow along with th teacher. Students will then illustrate a drawing for each problem.</p> <p>The students will complete the independent practice problems quietly.</p> <p>The class will guide the SET in completing the some, some more story on th board.</p>
4	<p>Objective: Students will identify the missing addend in a some, some more story.</p> <p>Do Now/Activating Prior Knowledge:</p> <p>A some, some more problem projected on the board. The students will write a number sentence for the some, some more problem on the board. The SET is circulating during this time supporting students. The SET counts down from five and when at zero instructs the students to hold up their whiteboards. The LET chooses a student to share their answer.</p> <p>Introduction to New Material:</p>	<p>Students will complete the “Do Now” problem on their white boards.</p> <p>The students are engaged in an interactive lecture, providing a choral respons or volunteer response when prompted.</p>

Lesson	Instructional Strategies	Student Activities
	<p>The LET will project a some, some more story on the board. The SET will ask the class what the story on the board is called and the class will give a choral response for the answer. The SET will ask the class how many parts does a some, some more story have? The SET will guide the students to find the answer by visually breaking up the story on the board. The SET will ask the class what happened in the beginning of the story, the middle, and the end of the story (total of 3 parts). The LET will call on different students to answer each question. The SET will write the answers on the board as a number sentence ($3 \text{ candies} + \square \text{ candies} = 8 \text{ candies}$). The SET will inform the students this is a missing addend problem. The SET will explain that in place of the box the students can write a letter. The SET will erase the box and write the letter “n” in its place. Then the SET will explain this looks like a number sentence you will see in algebra and that in algebra number sentences are called equations. Then the SET will ask the students how many candies did Steven give Amy? Then the LET will call on a student to answer and to write on board $n=5$. Then the SET will ask the class how do you find the missing number n?</p> <p>Guided Practice: The SET will complete 5 guided practice problems about missing addend problems with the class on the board. The LET will circulate at this time supporting students that need intervention and check the work of the students who were able to move ahead of the guided practice and then provide them with enrichment activities.</p> <p>Independent Practice:</p> <p>The SET will instruct the students to complete ten independent practice problems on word problems with missing addends. The LET will pull the students who need intervention and provide them with additional support. The SET will circulate during this time giving additional support to the students.</p> <p>Closure: At the end of the lesson the LET will bring the students they were working with back to be with the whole group. The SET will ask the students to write on their whiteboards the missing addend. As a bonus question, the teacher will ask the students what a number sentence is in algebra.</p>	<p>The students will complete the guided practice problems with the SET in the math notebook.</p> <p>The students will complete the independent practice problems by identifying the missing addend.</p> <p>Students will identify the addend on their white boards..</p>
5	SET will instruct students to complete the summative assessment.	SW complete the summative assessment.

Summative Assessment Items:

***Each question is worth two points. Be sure to show all work.**

1. There were 25 children in the school cafeteria. Forty children joined them after Recess ended. How many children are in the school cafeteria now? Please use a number sentence to describe the story, as well as the answer. Be sure to include a label in your answer.
2. There were 30 passengers on the train. Five passengers got off the train at the second stop. How many passengers are now on the train? Please use a number sentence to describe the story. Be sure to include a label in your final answer.
3. Rachel had 60 markers. She gave 10 markers to her friend, Stephanie. How many markers does Rachel have now? Please use a number sentence to describe the story. Be sure to include a label in your answer.
4. Max had some pennies. Chris gave him 8 more pennies. Now Max has 11 pennies. How many pennies did Max have at the beginning? Please use a number sentence and a drawing to describe the story. Be sure to include a label in your final answer.
5. There were 6 plants in Room 2. The children brought in 5 more plants. How many plants are in Room 2 now? Draw a picture and write a number sentence for this story. Be sure to include a label in your answer.
6. Chris measured the sides of a triangle and found the lengths to be 3 cm, 4 cm, and 4 cm. What is the perimeter of the triangle? Please use a number sentence to describe the story. Be sure to include a label in your answer.
7. Amy had 7 candies. Her teacher gave her more candies. Now Amy has 15 candies. How many candies did her teacher give her? Please use a number sentence to describe the story. Be sure to include a label in your answer.
8. Robert has 9 dollars. Christine has 15 dollars. How many more dollars does Christine have than Robert? Please use a number sentence to describe the story. Be sure to include a label in your answer.
9. Teresa has 7 cookies. Julie has more cookies than Teresa. Altogether, Teresa and Julie have a total of 16 cookies. How many cookies does Julie have? Please use a number sentence for this story. Be sure to include a label in your answer.
10. Teresa has 8 cookies. Julie has 6 cookies. How many more cookies does Teresa have than Julie? Please use a number sentence for this story. Be sure to include a label in your answer.

Answer Key:

1. $25 + 40 = 65$ *children*
2. $30 - 5 = 25$ *passengers*
3. $60 - 10 = 50$ *markers*
4. $p + 8 = 11$; $p = 3$ *pennies*
5. $6 + 5 = 11$ *plants*
6. $3 + 4 + 4 = 11$ *centimeters*
7. $7 + c = 15$; $c = 8$ *candies*
8. $15 - 9 = 6$ *dollars*
9. $7 + c = 16$; $c = 9$ *cookies*
10. $8 - 6 = 2$ *more cookies*

Rubric: Award 1 point for each correct number sentence and/or drawing; Award another 1 point for the correct answer including units or “a label”.

Total: ____/20; **Grading Scale:** 0-13=Incomplete; 14-15=C; 16-17=B; 18-20=A. 80%=Mastery.

Grade Level	1 st	Grading Period	1
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	Students are familiar with and proficient in addition facts.		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	BASIS DC Primary will use the Saxon Math 2 textbook as a guide to implement a four-day lesson plan to have the students achieve the performance objective. The approach in implementing these daily lessons follows closely to the direct instructional model: activation of prior knowledge, introduction to new material and modeling, guided practice, independent practice, and a formative assessment. The students will be introduced conceptually to the idea of subtraction by first thinking critically about the inverse operation and process of addition. After grasping the concepts of missing addend problems, as written in the performance objective, students will learn to use and apply subtraction facts and many subtraction families. Another important aspect of the BASIS program is the dynamic between the Subject Expert Teacher (SET) and the Learning Expert Teacher (LET). The SET will primarily be responsible for implementing the standards, teaching the lessons, and conducting the day-to-day routines. While the LET will be responsible for tracking student behavior, implementing individualized academic plans for low performing students, and ensuring every student is attaining mastery level for each standard.		
Standard Number and Description	CCSS.MATH.CONTENT.1.OA.B.4: Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.		
Materials/Resources Needed	Teacher whiteboards and projectors will be used. Other necessary materials include Teacher Fact Cards, copy paper for student use, cups of 10 pennies in each, 10 linking cubes for subtraction demonstrations, and Student Fact Sheets. Whiteboard dry erase markers and individual whiteboards will also be used and are available at the student desks. Pencils and erasers.		

Lesson	Instructional Strategies	Student Activities
1	<p>Objective: Students will (“SW”) practice addition facts to 10. SW understand subtraction by first learning and practicing with addition problems with missing addends.</p> <p>Activation of Prior Knowledge: SET and LET will get out Teacher Fact Cards and show to the students. SET will ask students for a choral response to answer the addition facts using the large fact cards. SET and LET will then pass out Fact Practice worksheets and allow students enough time to finish. Answers will be read aloud so students can self-grade.</p> <p>Introduction to New Material (“INM”)/Modeling: Demonstrate folding copy paper down the middle. Distribute copy paper to each student and have them fold as well. Distribute cups of pennies to each student also. Practice with the students making different combinations of 10 pennies on either sides of the folded paper. Have student volunteers write all possible combinations as addition facts on the whiteboard.</p> <p>Guided Practice: Write four missing addend problems on the whiteboard. Help guide students to recall their addition facts to solve for the missing number. Have students take notes in their math notebooks.</p> <p>Independent Practice: Write an additional four more missing addend problems on the whiteboard (Example: $\square + 6 = 10$). Ask students to copy down each problem in their math notebooks and raise their hand when they are finished. LET will circulate around the room and check each student for understanding of the problems.</p> <p>Formative Assessment: SET will have students line up before exiting the classroom. SET will hold up a missing addend flashcard and each student will have to successfully answer a flashcard question before leaving for the day. This is their exit ticket and the LET will help assess the students’ performance and understanding of the objective.</p>	<p>SW copy down the day’s objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the addition facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p> <p>SW participate in the exercise with the pennies. SW notice patterns with the combinations that make 10, and recognize the addition families of numbers.</p> <p>SW take notes in their math notebooks on how to find the missing addend number problems.</p> <p>SW complete the missing addend problems quietly and independently in their math notebooks. They will raise their hand when they are finished and ask their teacher to check their work.</p> <p>SW answer a flashcard question before exiting the room.</p>
2	<p>Objective: SW demonstrate subtracting numbers from 10. SW demonstrate their understanding of the concept that subtraction is the same as a missing addend problem.</p> <p>Activation of Prior Knowledge: SET and LET will get out Teacher Fact Cards and show to the students. SET will ask students for a choral response to answer the addition facts using the large fact cards. SET and LET will then pass out Fact Practice worksheets and allow students enough time to finish. Answers will be read aloud so students can self-grade.</p>	<p>SW copy down the day’s objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the addition facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p>

Lesson	Instructional Strategies	Student Activities
	<p>INM/Modeling: SET will distribute copy paper to each student with a 2 by 5 box drawn on the paper. SET and LET will also distribute cups of pennies to each student. Teacher will question students on the number of squares on the paper. The answer is 10. SET will ask students to place one penny in each box. “If Mary has 10 pennies and she spends one penny, how many pennies will she have left?” Model to the students how to recall the fact families to remember the missing addend with 1 to add and get a sum of 10. Ask a student volunteer to write the number sentence on the board $10 - 1 = 9$. Model similar stories for other subtraction facts where students will take a number away from 10. SET will explain to students that subtraction is the same process as finding a missing addend.</p> <p>Guided Practice: Write several subtraction problems, taking away from 10, on the whiteboard. Have students record the problems in their math notebooks. Help walk students through process, asking for volunteers and cold calling on students, to recall the addition fact family and find the missing addend.</p> <p>Independent Practice: Write two more subtraction problems on the board. Ask students to work quietly and independently to solve these problems in their math notebooks. They should raise their hand when they are finished. The LET will check each student for understanding.</p> <p>Formative Assessment: SET and LET have students line up before exiting the classroom. SET will hold up a subtraction-from-10 flashcard and each student will have to successfully answer a flashcard question before leaving for the day. This is their exit ticket and the LET will assess students falling behind and pull out for differentiated instruction.</p>	<p>SW participate in the demonstration. Student volunteers will write subtraction facts on the large whiteboard at the front of the classroom.</p> <p>SW take notes in their math notebooks. SW collaborate as a team in answering each problem.</p> <p>SW work quietly and independently on the independent practice problems. SW raise their hand when they have completed the problems to have the teacher check them.</p> <p>SW answer a flashcard question before exiting the room.</p>
3	<p>Objective: SW analyze results and compare answers when subtracting and getting differences of 1 and 2.</p> <p>Activation of Prior Knowledge: SET and LET will get out Teacher Fact Cards and show to the students. SET will ask students for a choral response to answer the addition facts using the large fact cards. SET and LET will then pass out Fact Practice worksheets and allow students enough time to finish. Answers will be read aloud so students can self-grade.</p> <p>INM/Modeling: SET will write all subtraction facts that have differences of 2 and 1 on the large whiteboard. SET will ask students what these facts have in common. Answer: they are all either differences of 1 or 2. SET will demonstrate all subtraction facts with 10 linking cubes, showing how the first set of facts</p>	<p>SW copy down the day’s objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the addition facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p> <p>SW follow along with the class discussion. SW notice similarities and differences between the subtraction fact problems as the teacher demonstrates these with the cubes. Students will offer volunteer responses.</p>

Lesson	Instructional Strategies	Student Activities
	<p>always has a remainder of 1 cube left. Whereas the second set of facts always has a remainder of 2 cubes left.</p> <p>Guided Practice: SET will ask students to get in groups of two. SET and LET will hand out blank copy paper. SET will tell each student to write either a subtraction fact with a difference of 2 or 1. SET will tell students to trade papers and answer the subtraction fact problem.</p> <p>Independent Practice: SET will write two more problems on the board, one of each type. SET will ask students to copy the problems down in their math notebooks. SET will ask students to work quietly and independently on their problems, and to raise their hands upon completion. LET will check for understanding by circulating the room and checking answers.</p> <p>Formative Assessment: LET will collect the group work from the guided practice as well as the math notebooks. LET will check through their work to ensure students are learning the new subtraction facts.</p>	<p>SW participate in group work. SW make their own difference of 2 or 1 subtraction problem and trade with a partner. The pair will raise their hand upon completion for the teacher to check.</p> <p>SW work quietly and independently on their independent practice problems. SW raise their hands for teacher to check their work.</p> <p>SW hand in their math notebooks and group work to the teacher before leaving for the day.</p>
4	<p>Objective: SW identify and demonstrate writing addition and subtraction fact families.</p> <p>Activation of Prior Knowledge: SET and LET will get out Teacher Fact Cards and show to the students. SET will ask students for a choral response to answer the addition and subtraction facts using the large fact cards. SET and LET will then pass out Fact Practice worksheets and allow students enough time to finish. Answers will be read aloud so students can self-grade.</p> <p>INM/Modeling: SET will hold up four linking cubes and draw 4 squares to represent the cubes on the board. SET will add one more cube to the train. Demonstrate adding another square on the whiteboard as well. SET will ask "What number sentence will we write to show what happened?" SET will get student volunteer to write the number sentence on the whiteboard. SET will demonstrate a similar problem by taking away cubes. SET will instruct students to write all four addition and subtraction facts to complete the fact family for 1, 4, and 5.</p> <p>Guided Practice: SET will inform students that they can write a fact family for any addition or subtraction fact. SET will ask students to write facts for 2, 8, and 10. SET will ask students to write all the facts in their math notebook. SET and LET will help guide students to find all four facts. Repeat the same process with 2, 3, and 5.</p>	<p>SW copy down the day's objective in their communication journal.</p> <p>SW participate in the choral response exercise and answer the addition and subtraction facts. SW complete the Fact Practice worksheet in a timely manner and grade their own work.</p> <p>SW participate in the class discussion while the teacher demonstrates with the linking cubes. SW take notes on the fact families in their math notebooks.</p> <p>SW participate in the guided practice problems and write them down in their math notebooks.</p> <p>SW work quietly and independently on the independent practice problems. SW raise their hand upon completion.</p> <p>SW complete exit slips and hand them in to the teacher before leaving for the day.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Independent Practice: SET will ask students to work quietly and independently. SET will ask students to write the fact family for 4, 5, and 9. SET and LET will circulate and check each student for understanding.</p> <p>Formative Assessment: SET will pass out an exit slip. SET will ask each student to write two addition and two subtraction facts to complete the fact family for 3, 4, and 7. LET will collect before students leave.</p>	
5	SET will instruct students to complete the summative assessment.	SW complete the summative assessment.

Summative Assessment Items:

- Fill in the missing number: $2 + \square = 10$. [1 point]
- Fill in the missing number: $\square + 7 = 10$. [1 point]
- Fill in the missing number: $10 + \square = 10$. [1 point]
- Write the answer: $10 - 5 = \underline{\hspace{1cm}}$. [1 point]
- Write the answer: $10 - 7 = \underline{\hspace{1cm}}$. [1 point]
- Find the answer: $8 - 6 = \underline{\hspace{1cm}}$. [1 point]
- Find the answer: $6 - 5 = \underline{\hspace{1cm}}$. [1 point]
- Complete the addition and subtraction fact family using the numbers 4, 5, and 9: [3 points, 1 for each fact]*
 - $4 + 5 = 9$ $\underline{\hspace{1cm}}$ $\underline{\hspace{1cm}}$ $\underline{\hspace{1cm}}$

9. Complete the addition and subtraction fact family using the numbers 4, 6, and 10: [3 points, 1 for each fact]*
 a. $6 + 4 = 10$ _____
10. Complete the addition and subtraction fact family using the numbers 3, 6, and 9: [3 points, 1 for each fact]*
 a. _____ $9 - 6 = 3$

Summative Assessment Key:

1. Fill in the missing number: $2 + \boxed{8} = 10$. [1 point]
2. Fill in the missing number: $\boxed{3} + 7 = 10$. [1 point]
3. Fill in the missing number: $10 + \boxed{0} = 10$. [1 point]
4. Write the answer: $10 - 5 = \underline{5}$. [1 point]
5. Write the answer: $10 - 7 = \underline{3}$. [1 point]
6. Find the answer: $8 - 6 = \underline{2}$. [1 point]
7. Find the answer: $6 - 5 = \underline{1}$. [1 point]
8. Complete the addition and subtraction fact family using the numbers 4, 5, and 9: [3 points, 1 for each fact]*
 a. $4 + 5 = 9$ $5 + 4 = 9$ $9 - 5 = 4$ $9 - 4 = 5$
9. Complete the addition and subtraction fact family using the numbers 4, 6, and 10: [3 points, 1 for each fact]*
 a. $4 + 6 = 10$ $6 + 4 = 10$ $10 - 4 = 6$ $10 - 6 = 4$
10. Complete the addition and subtraction fact family using the numbers 3, 6, and 9: [3 points, 1 for each fact]*
 a. $3 + 6 = 9$ $6 + 3 = 9$ $9 - 3 = 6$ $9 - 6 = 3$

Total: _____/16; Grading Scale: 0-11=Incomplete; 12=C; 13-14=B; 15-16=A. 87.5%=Mastery.

*The fact in black will be provided; the students will fill in the other three facts, indicated in red.

Curriculum Unit & Lesson Plan Template

Math Foundations (Kindergarten)

Grade Level	Kindergarten	Grading Period	2
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	Students are proficient with counting from 1 through 100. Students have been introduced to addition inside 10.		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	BASIS DC Primary will use the Saxon Math K and Math 1 textbook as guides to implement a four-day lesson plan to have the students achieve the performance objective. The approach in implementing these daily lessons follows closely to the direct instructional model: activation of prior knowledge, introduction to new material and modeling, guided practice, independent practice, and a formative assessment. While some of these texts are above grade level for the standard, BASIS,ed will use and implement the material in such a way to not only meet but exceed the standard and performance objective. BASIS will engage the students in each interactive lesson to practice decomposing numbers that are less than or equal to 10. They will learn to decompose numbers by acting it out, drawing pictures, and reading and writing number sentences. In the process, they will practice with more addition facts and become more familiar with addition inside 10.		
Standard Number and Description	CCSS.MATH.CONTENT.K.OA.A.3 Decomposing numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$)		
Materials/Resources Needed	Teacher white board and projector will be used to instruct students. Other materials that will be used will be: math fact cards, colored linking cubes, daily lesson worksheets, student mats, and cups of 10 pennies. White boards will be available at each student's seat.		

Lesson	Instructional Strategies	Student Activities
1	<p>Objective: Students will (“SW”) represent different numbers by drawing pictures. SW represent these pictures as number sentences.</p> <p>Activation of Prior Knowledge: Teacher will (“TW”) hold up a tower of colored linking cubes, consisting of four yellow cubes and three blue cubes. TW question students about how many are cubes are in the tower, how many are yellow and how many are blue. TW write an equation on the board to represent the tower and ask students for the answer</p> <p>Introduction to New Material (“INM”)/Modeling: TW instruct the students that will learn how to write different combinations of numbers as pictures and number sentences. TW draw the four yellow cubes as yellow squares and the three blue cubes as blue squares on the whiteboard, and then write the number sentence $3+4=7$.</p> <p>Guided Practice: TW guide the students through another example using a volunteer student’s favorite number. For example using the number was 6, TW get 3 green cubes and 3 red cubes to make a tower. TW ask students to write the number 6 on their whiteboard. TW guide students to draw the pictures of the colored cubes on their whiteboards. TW help guide students to write the correct number sentence on their whiteboards. A similar process will be repeated with another student’s favorite number.</p> <p>Independent Practice: TW pass out lesson worksheets to each student. On the worksheets will be five problems. Each problem will ask students to draw a picture and write a number sentence for a given number. An example problem will be given: Lisa has 7 pennies. One penny is green and the other 6 pennies are brown. Draw circles to represent the 7 pennies. Color one circle green and 6 circles brown. What number sentence can we write to represent the colored pennies that Lisa has? Answer is $7=6+1$.</p>	<p>SW read the objective for the day in a choral response with the teacher.</p> <p>SW engage in an interactive lecture, count cubes, and answer questions when called upon.</p> <p>SW participate in the guided practice problems with the teacher, drawing pictures and number sentences to represent the colored cubes on their whiteboards.</p> <p>SW draw a picture and write a number sentence for the example problem.</p> <p>SW work on their lesson worksheets quietly and independently. SW raise their hand if they need help from the teacher or if they are finished. Students who finish early will be given an enrichment activity.</p> <p>SW write a number sentence to represent the shapes on the board.</p> <p>SW complete their exit slips. SW turn in their exit slips before leaving for the day.</p>

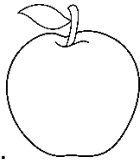
Lesson	Instructional Strategies	Student Activities
	<p>Formative Assessment: TW pass out pieces of scrap paper for an exit slip. TW draw 4 rectangles and 5 triangles on the whiteboard. TW ask students to write a number sentence on their paper for the nine shapes that are on the whiteboard. TW collect the exit slips to assess the student's understanding of the day's objective.</p>	
2	<p>Objective: SW practice writing more addition number sentences. SW demonstrate knowledge on how to represent equivalent forms of the same number.</p> <p>Activation of Prior Knowledge: TW show the students an apple. TW use a dull knife to cut the apple in half. TW ask the students to count the number of seeds on one half of the apple. TW ask students to respond in a choral response. TW repeat with the number of seed on the other half of the apple. TW ask students "How many total seeds are in the apple?" TW write a number sentence for the number of seeds in the apple on the whiteboard.</p> <p>INM/Modeling: TW pass out the "Apple" Student Worksheets. On each worksheet will be a picture of an apple divided in half. TW show students an example worksheet and ask the students to draw 3 seeds on the left side and 1 seed on the right side. TW circulate to ensure each student is drawing the seeds on the correct side. TW ask student to write how many seed are in the whole apple. TW demonstrate how to write $4=3+1$ as a number sentence.</p> <p>Guided Practice: TW ask students to flip to the back side of their worksheets, where another copy of the divided apple is printed. TW instruct students to draw 8 seeds in the apple, putting the seeds on whichever side they want. TW circulate to help students while they are drawing. After all students have drawn 8 seeds, TW ask students to share their drawings with a neighbor. TW ask student volunteers to share their drawings with the class, noting all the different ways to put 8 seeds on 2 sides of an apple. TW ask students to switch papers with their partner and write a number sentence describing the 8 seeds in their apple. TW ask for volunteers to share their number sentences with the class.</p>	<p>SW read the objective for the day in a choral response with the teacher.</p> <p>SW engage in an interactive lecture, and count the seeds in an apple as a group.</p> <p>SW draw seeds on the correct sides of the apple.</p> <p>SW answer the total number of seeds and write the number sentence.</p> <p>SW draw 8 seeds total, divided between the 2 sides of an apple.</p> <p>SW share their drawings with a partner.</p> <p>SW write number sentences to represent their partner's apple drawing.</p> <p>SW work on their lesson worksheets quietly and independently. SW raise their hand if they need help from the teacher or if they are finished. Students who finish early will be given an enrichment activity.</p> <p>SW participate in the class discussion and closure.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Independent Practice: TW pass out a new worksheet to each student. There will be 6 apples drawn with different numbers of seeds in them. There will be a place to write a number sentence to describe the number of seeds in each apple. TW circulate and help struggling students on their worksheet.</p> <p>Formative Assessment/Closure: TW ask the students what they learned that day. TW give students five minutes to discuss something about the apples and the number sentences they were writing.</p>	
3	<p>Objective: SW demonstrate their knowledge about addition facts that are doubles with sums up to 10.</p> <p>Activation of Prior Knowledge: TW hold up the towers of linking cubes from a prior lesson and ask students to count the number of cubes in each tower. TW cold call students to count each tower and inform students that they will practice with their own towers of cubes.</p> <p>INM/Modeling: TW pass out 10 linking cubes to each student. TW demonstrate a tower of one cube and another tower of one cube. TW ask the students to do the same. TW write $1+1=$ on the whiteboard and ask students to put their towers together. TW ask students how many cubes are in the tower. TW write 2 next to the number sentence on the whiteboard.</p> <p>Guided Practice: TW repeat a similar process with two towers of two each. TW guide students to place the towers together and count the total number of cubes. Then the TW demonstrate writing the number sentence $2+2=4$. TW ask students to write all of the number sentences, which are their addition facts, on their individual whiteboards at their seats. TW repeat the same process for $3+3=$, $4+4=$, and $5+5=$.</p> <p>Independent Practice: TW ask students to get out a blank piece of paper. On the paper, the students will be instructed to draw pictures of the doubles facts they have learned, using drawings of squares to represent the linking cubes. TW circulate, helping students, and guiding them to use their own linking cube towers to find the correct answers.</p> <p>Formative Assessment: TW hold up fact cards for the new addition facts the students have learned. TW hold up an addition fact card to each</p>	<p>SW read the objective for the day in a choral response with the teacher. Students will answer questions about cube towers.</p> <p>SW engage in an interactive lecture, build a tower, and answer the teacher's questions.</p> <p>SW write number sentences for all the guided practice problems.</p> <p>SW draw pictures for their number sentences and doubles addition facts.</p> <p>SW answer an addition fact as an exit ticket before leaving for the day.</p>

Lesson	Instructional Strategies	Student Activities
	student and have the students answer the fact before leaving for the day. This will be their exit ticket.	
4	<p>Objective: SW demonstrate knowledge of all addition facts with a sum of 10. SW demonstrate making different combinations of pairs of numbers with a sum of 10.</p> <p>Activation of Prior Knowledge: TW act out a story with pennies by putting two pennies in her left pocket and 4 pennies in her right pocket. TW ask students how many pennies are in her pocket. TW ask a student volunteer to write a number sentence for 2 pennies and 4 pennies makes 6 pennies on the whiteboard for the class.</p> <p>INM/Modeling: TW pass out mats to each student. The mat will have a dividing line down the middle. Then the TW pass out cups of 10 pennies each. TW show the students how to place five pennies on one side of the mat and five pennies on the other side of that mat for a total of ten pennies. TW write the number sentence on the whiteboard $10=5+5$. Students will be instructed to find other combinations that will sum to 10.</p> <p>Guided Practice: TW help guide students to make all possible combinations of sums to 10. TW ask a student volunteer to write each corresponding number sentence on the whiteboard. TW ask all students to record all 9 possible combinations with sums to 10 (1 and 9, 2 and 8, 3 and 7, etc.) as number sentences on their individual whiteboards at their seats. TW say “This is called decomposing the number 10.”</p> <p>Independent Practice: TW ask students to write the number 5 on their whiteboards. TW ask students to make up their own number combination with a sum of 5. TW ask students to share their answers with a neighbor.</p> <p>Formative Assessment: TW ask students to line up next to the door. Before each student can leave, the TW ask the student to name a decomposed form of a number, up to 10.</p>	<p>SW read the objective for the day in a choral response with the teacher.</p> <p>SW engage in an interactive lecture. Student volunteers will write a number sentence for the penny problem.</p> <p>SW participate in the class activity. SW write different combinations with sums of 10 by investigating with pennies.</p> <p>SW help the teacher and class find all possible combinations with sums to 10. SW write the 9 different number sentences on the whiteboards.</p> <p>SW practice decomposing the number 5 on their whiteboards. SW share with a neighbor their decomposed numbers.</p> <p>SW name a decomposed number form in the exit ticket activity while lined up at the door.</p>
5	TW will instruct students to complete the summative assessment.	SW complete the summative assessment.

Summative Assessment Items:

1. Rachel has 5 fish. Two are red and three are blue. Draw a picture of Rachel's fish, coloring two red and three blue. Write a number sentence that describes Rachel's 5 fish.
2. Tom went to the store with 7 coins. Two coins were brown pennies and 5 coins were white nickels. Draw a picture of Tom's coins, coloring two brown and five white. Write a number sentence that describes Tom's 7 coins.



3. Draw a dotted line down the middle of this apple. Place 9 seeds in this apple. Write a number sentence describing the placement of your 9 seeds in your apple.



4. Draw a dotted line down the middle of this apple. Place 10 seeds in this apple. Write a number sentence describing the placement of your 10 seeds in your apple.
5. Which is a correct number sentence that would make 3?
 - a. $1+2$
 - b. $2+3$
 - c. $1+3$
 - d. $1+1$
6. Which is a correct number sentence that would make 6?
 - a. $1+4$
 - b. $2+6$
 - c. $4+2$
 - d. $1+7$
7. We can make 10 by adding 1 and 9. What is another number combination that will make 10?
8. We can make 4 by adding 1 and 3. What is another number combination that will make 4?
9. $3+3=$ ___?
10. $4+4=$ ___?

Rubric: Questions 1-4 are worth two points; one point is given for the drawing and the other point is given for the number sentence. Questions 5-10 are worth one point, given for the correct answer.

Answer Key

1. See student work for drawing; $5=2+3$
2. See student work for drawing; $7=2+5$
3. See student work; answer will vary depending on placement of seeds in drawing
4. See student work; answer will vary depending on placement of seeds in drawing.
5. A
6. C
7. Answers will vary; Example is 2 and 8.
8. Answers will vary; Example is 2 and 2.
9. 6
10. 8

Total: ____/14; Grading Scale: 0-9=Incomplete, 10-11=C, 12=B, 13-14=A; 80%=Mastery.

Curriculum Unit & Lesson Plan Template

Humanities 4. Note: These plans represent a unit designed for 4th grade students at BDC Primary within the school's first two years—therefore, the 4th grade students would use Journeys Grade 4 for portions of their reading instruction (using novels as their primary texts for reading). As the school gains maturity, students will be sufficiently ahead of grade level, and will not utilize the Journeys program past 3rd grade.

Grade Level	4	Grading Period	1
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	<p>Students have attained reading, decoding, and comprehension skills at grade-level or above. Students know how to use a glossary and dictionary to determine the meaning of new words. Students are familiar reading an expository text. Students will know the “read, cover, and retell” strategy of paired reading. Students are able to choose an appropriate graphic organizer (depending on the text’s genre and audience for that organizer). Students are able to summarize fiction and non-fiction texts in writing.</p>		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	<p>This reading unit will be taught in four lessons and one summative assessment period during five eighty-five minute Humanities blocks at BASIS DC Primary. Only a portion of this block is set aside for reading instruction and the rest is apportioned for writing/social studies instruction. These lessons follow the direct instruction model, including setting a purpose for learning, introduction to new material, guided practice, independent practice, and closure. The lessons will be forty-five to fifty-five minutes long and follow the sequence of an introduction, guided practice, independent practice, and closure. During independent practice and some guided practice, the Learning Expert Teacher (LET) will work with students who require additional scaffolding, support, or enrichment in small groups or one-on-one. During the independent practice blocks, the Subject Expert Teacher (SET) will coach the students working at grade-level, and provide enrichment as needed. The Subject Expert and Learning Expert teachers work together to provide appropriate differentiation of instruction to support the needs of all learners during independent and guided practice periods. Throughout the four lessons, LET and SET will continually provide feedback to students. The summative assessment is an independent test taken at the end of the unit.</p>		
Standard Number and Description	<p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p>		
Materials/Resources Needed	<p>Fourth grade edition of Houghton Mifflin/Harcourt <u>Journeys</u> anthology, teachers’ edition of <u>Journeys</u>, guided readers “Tsunami,” “Nature Renews, Nature Destroys,” <u>Earthquakes, Tsunamis, and Volcanoes</u> from Reading A-Z.</p>		

Lesson	Instructional Strategies	Student Activities
1	<p>Objective (posted on board): 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p> <p>Introduction to new material/activate prior knowledge (10 minutes): The SET will start the lesson by reviewing the performance objective: Students will examine events, procedures, ideas, and concepts in a scientific text by using appropriate and accurate scientific vocabulary.</p> <p>The LET/SET will help facilitate the conversations students have with one another. This will give the LET/SET a good idea of what students already know about this subject.</p> <p>After five minutes, the SET will inform students that this week they will be reading and learning about the weather phenomenon of hurricanes. The SET will read the selection “The Big Storm,” found on page T12 of the Journeys teachers’ guide. The LET will ask the students questions from the text to encourage the students to connect to the text, including asking the students to imagine that they are the speaker in the narrative.</p> <p>Guided practice (15 minutes): The LET will have the students return to their desks and open their Journeys anthology books to page 316-317 to review the unit’s vocabulary. The SET will remind students that one of the most important parts of being able to explain a scientific idea or concept is being able to use the correct vocabulary.</p> <p>The LET and SET will circulate the classroom to help the students decode the reading and facilitate conversations in which students connect the vocabulary to their personal experiences.</p> <p>Independent practice (25 minutes): SET will remind students of the week’s objective, to explain concepts in a scientific text including what happened and why, based on scientific information in the text.</p> <p>The LET will pass out copies of vocabulary sheet, “Hurricanes”. This sheet will be used as a formative assessment to determine whether students can assimilate the new vocabulary into their reading schema.</p> <p>The SET will circulate among the students and facilitate their use of the anthology’s glossary to look up each vocabulary term.</p> <p>The LET will work with students in need of additional support to ensure that they are able to decode the text and assimilate the new vocabulary into their schema.</p>	<p>Students will jot down their memories of the last big storm they experienced, as a way of activating prior knowledge and connecting with the material.</p> <p>Students will actively listen to the selection and participate in answering any questions that the teacher may ask throughout the reading. Students will demonstrate good active listening skills to the class.</p> <p>The students will split into preselected pairs and take turns modeling new vocabulary decoding and comprehension skills to one another. The students will read the vocabulary words and the sentences on those pages demonstrating the meaning of those words in context.</p> <p>Students will review in small (table) groups the week’s vocabulary: whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, and registered.</p> <p>Using the glossary, students will locate, define, use in a sentence, and draw a picture that demonstrates understanding of each vocabulary word or concept on a worksheet created by the SET.</p> <p>Fourth graders will also add each word to an index card and print its definition on the back. They will file these cards alphabetically for use on a future vocabulary test.</p> <p>The students will each have their own worksheets, but will collaborate in groups on the worksheets’ completion.</p> <p>The students will turn in their vocabulary sheets as an exit ticket.</p> <p>Students who did not complete the vocabulary sheet must do so at home for their homework.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Closure: The SET will review with the students the meaning of vocabulary words and let them know that they will need to use these words in their reading tomorrow.</p> <p>LET and SET will review the students' individually completed vocabulary sheets to check for student understanding of the vocabulary.</p>	
2	<p>Objective (posted on board): 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p> <p>Introduction to new material/activate prior knowledge (5 minutes): The SET will start the lesson by reviewing the performance objective. The LET will explain that today students will be close reading a text on hurricanes. The LET will pass out yesterday's vocabulary formative assessments for students to use as a guide during their reading today. . The LET will ask students to pay close attention to and take separate notes on the series of events in the hurricane cycle.</p> <p>The SET will ask students to pay close attention to the text for descriptions of how wind, air temperature, and moisture interact to create one of the world's most spectacular weather events.</p> <p>Guided practice (10 minutes): LET and SET will model a paired reading strategy for students on the first two pages of the text (pages 322-323). In this strategy, one reader will read a page orally. The other reader will follow silently. In this way, one reader focuses on decoding and the other on comprehension. The readers discuss facts and important information related to events and processes in the text. The pair switches roles and moves on to the next page.</p> <p>Independent practice (30 minutes): The SET will remind students of the week's objective, to explain concepts in a scientific text including what happened and why, based on scientific information in the text.</p> <p>The LET will work with a small group of students in need of in-classroom support to assist with decoding and comprehension strategies in a related text, "Tsunami." This text covers the same performance objectives but is at a more accessible reading level for students in need of this reading intervention. Students engaged in this reading will have separate comprehension questions.</p>	<p>Students will reread their formative assessments from yesterday to activate their prior knowledge of the vocabulary necessary to comprehend today's close reading.</p> <p>Students will actively listen to the selection and participate in answering any questions that the teachers may ask throughout the reading. Students will demonstrate good active listening skills to the class.</p> <p>Students will pay attention to the descriptions of how conditions create a weather event.</p> <p>Students will read silently the same pages as the LET and SET model the paired reader strategy. Students are invited to supply any missing details and assist teachers in their retelling of the content of each page.</p> <p>Students will be divided into pairs and complete reading the text "Hurricanes: Earth's Mightiest Storms," on pages 320- 329 of the <u>Journeys</u> anthology using the modeled paired reader strategy. Students will discuss the text using "guiding questions" which are projected on the board.</p> <p>After, the students will independently complete the formative assessment "Hurricanes: Earth's Mightiest Storms" comprehension questions worksheet, a series of questions created by the SET from the text. Students will answer the</p>

Lesson	Instructional Strategies	Student Activities
	<p>The SET will circulate through the classroom, helping students to expand on the conversations about the concepts in the text. The SET will always remind the students to cite their discussions in the text.</p> <p>LETs and SETs will use the completed comprehension question sheets as a formative assessment of the students' mastery of the objective, to explain concepts in a scientific text including what happened and why, based on scientific information in the text. After this lesson, the LET and SET will have a good idea of which students will need remediation and reteaching of the performance objective.</p> <p>Closure (5 minutes): LET and SET will each work with half the class to review answers to the comprehension questions. Each teacher will discuss features of high quality responses and high quality questions versus low quality responses and questions.</p> <p>The LET and SET will collect the completed comprehension question sheets, and review them as a formative assessment of the students understanding of the material.</p>	<p>questions in complete sentences and cite the page where the correct answer was found.</p> <p>Students will share their answers to comprehension questions in a discussion facilitated either by the LET or SET.</p> <p>Students who did not complete the comprehension questions take the sheet home, to be completed as homework.</p>
3	<p>Objective (posted on board): 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p> <p>Introduction to new material/activate prior knowledge (5 minutes): The SET will start the lesson by reviewing the performance objective. The SET will lead a review of comprehension questions from yesterday's lesson.</p> <p>The SET will remind students that when reading a non-fiction text, it is important to use a graphic organizer to help them understand the order in which events occur.</p> <p>Guided practice (10 minutes): The SET will read and discuss the article, "Recovering from Katrina, on pages 334- 338 in the <i>Journeys</i> anthology. While the SET reads, the LET creates a timeline (projected on the board) to show the events in the article. The LET's timeline includes "mistakes," events or parts of the process that are out of order from the text.</p> <p>The SET and LET explain that making a timeline is a very useful way to organize and help a reader's understanding of the events in a text.</p> <p>Independent practice (35 minutes): SET will remind students of the week's objective, to describe a relationship between a series of scientific processes as they relate to time, sequence, and cause and effect.</p>	<p>Students will review their comprehension questions.</p> <p>Students will actively listen and respond to the SET's reading by asking clarifying questions.</p> <p>The students will help to "correct" the LET's timeline by referencing the article to properly sequence the events or processes in the timeline.</p> <p>The students will independently read "Hurricanes: Earth's Mightiest Storms."</p>

Lesson	Instructional Strategies	Student Activities
	<p>The SET will post the following discussion items directly taken from the text for the students to answer: <i>When and where do hurricanes begin?; How do hurricanes develop?; and How do the earth's rotation and the ocean's temperature affect the whirling motion of a hurricane?</i></p> <p>The SET will work with the students to help them to create a timeline from the text, "Hurricanes: Earth's Mightiest Storms."</p> <p>The LET will work with a small group of students in need of in-classroom enrichment with a related text, "Nature Destroys, Nature Renews." This text covers the same performance objectives but is at a more advanced reading level for students in need of reading enrichment. Students engaged in this reading will have separate timeline activities delving deeper into the material.</p> <p>The LET and SET will use the students' timelines to develop an understanding of student mastery of the performance objective.</p> <p>Closure (5 minutes): The LET and SET will review the students' timelines and showcase exemplary work.</p>	<p>Students will create a very detailed timeline showing the cycle of a hurricane's formation, path of travel, and dissipation. The timeline should use the vocabulary identified from the previous lesson.</p> <p>When the students have completed the timeline, the students should answer each of the discussion questions projected onto the whiteboard in paragraph format.</p> <p>Students with very high quality work will address the class and discuss how they created their timelines, focusing on the event sequence and process of a hurricane's formation</p>
4	<p>Objective (posted on board): 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p> <p>Introduction to new material/activate prior knowledge (5 minutes): The SET will start the lesson by reviewing the performance objective.</p> <p>The SET will inform students that today they will be reading a new text and developing graphic organizers that showcase the events in sequence behind earthquakes, volcanic eruptions, and tsunamis.</p> <p>Guided practice (5 minutes): The SET will read and discuss the short expository text, <u>Tornadoes</u>, found in the <i>Journeys</i> adoption.</p> <p>As the SET reads, the LET will develop a graphic organizer of the events and conditions in which a tornado is formed.</p> <p>Independent practice (40 minutes): SET will remind students of the week's objective, to describe a relationship between a series of scientific processes as they relate to time, sequence, and cause and effect.</p> <p>The SET will work with the students to help them to graphically organize events and processes described in <u>Earthquakes, Tsunamis, and Volcanoes</u>.</p> <p>The LET will work with a small group of students in need of in-classroom support to assist with decoding and comprehension strategies.</p>	<p>Students will actively listen to the selection and participate in answering any questions that the teacher may ask throughout the reading. Students will demonstrate good active listening skills to the class.</p> <p>Students will actively listen to the selection and participate in answering any questions that the teacher may ask throughout the reading. Students will demonstrate good active listening skills to the class.</p> <p>Students will assist the LET to develop his graphic organizer.</p> <p>The students will read <u>Earthquakes, Tsunamis, and Volcanoes</u> individually and graphically organize one of the three phenomena described in the text. The students should show how earthquakes, tsunamis, or volcanic eruptions occur.</p> <p>Students will discuss their work with one another in small (4-6 individuals) groups. Students will talk about what makes a graphic organizer a good representation of the processes and sequences described in the text.</p>

Lesson	Instructional Strategies	Student Activities
	<p>The LET and SET will use the students' graphic organizers to develop an understanding of student mastery of the performance objective.</p> <p>Closure (5 minutes): The LET and SET will have students present examples of well-organized work that demonstrates mastery of the performance objective.</p>	<p>Students will review their graphic organizers for needed corrections.</p> <p>Students who have not completed the graphic organizers in the allotted class period will need to complete it for homework.</p>
5	Summative Assessment:	

Summative Assessment:

1. Reread Earthquakes, Tsunamis, and Volcanoes from Reading A-Z and create a diagram demonstrating the process and sequence of events that leads to earthquakes, volcanic eruptions, or tsunamis that specifically references the reading material presented. Explain the events including what happened and why.

The rubric to assess the demonstration of comprehension through those graphic organizers/explanation is below.

Rubric for Diagram or Graphic Organizer: *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.*

A: 91- 100%	B: 80-90%	C: 70- 79%	D: 61- 69%	F: <61%
<ul style="list-style-type: none"> The diagram or graphic organizer shows clearly and in detail all of the events, major and minor, and includes a detailed explanation of what happens at each event to push the process along. The diagram or graphic organizer chosen perfectly presents the material as it relates to the performance objective. The diagram or graphic organizer is neat, uses conventional, easy to read English. The student demonstrates a strong understanding of the material as it relates to the performance objective. 	<ul style="list-style-type: none"> The diagram or graphic organizer shows all of the important events in order and includes a general explanation of what happens at each event to push the process along. The diagram or graphic organizer chosen mostly presents the material as it relates to the performance objective. The graphic organizer or diagram may be messy or a little unclear. The student demonstrates a solid understanding of the material as it relates to the performance objective. 	<ul style="list-style-type: none"> The diagram or graphic organizer shows many of the important events. They are generally in order. There is no explanation of the process. The diagram or graphic organizer chosen basically presents the material as it relates to the performance objective. The graphic organizer or diagram is messy, contains multiple stylistic errors. The student demonstrates a basic understanding of the material as it relates to the performance objective. 	<ul style="list-style-type: none"> The diagram or graphic organizer shows some of the important events. They are not in order. There is no explanation of the process. The graphic organizer or diagram is inappropriate to the material as it relates to the performance objective. The work is barely legible. The student does not demonstrate a grasp of the material as it relates to the performance objective. 	<ul style="list-style-type: none"> The diagram or graphic organizer shows none of the important events. They are not organized in any way. There is no explanation of the process. The graphic organizer or diagram is inappropriate to the material as it relates to the performance objective. The work is barely legible. The student does not demonstrate a grasp of the material as it relates to the performance objective. The assignment is incomplete.

Students need to earn a 60% or greater average on the summative assessment to demonstrate mastery of performance objective 4.RI.3.

Curriculum Unit & Lesson Plan Template

Humanities 2

Grade Level	2	Grading Period	4
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	At this time in the year, students are able to read and comprehend grade level text. Students are able to differentiate between fiction and non-fiction text. Students are also able to use text features when reading non-fiction text. Identifying main idea and details of a text is a skill that students have acquired. They also have been exposed to multiple graphic organizers and note taking skills.		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	This reading unit will be taught for 45 minutes during the 85 minute Humanities block at BDC Primary. Only a portion of this block is set aside for reading instruction and the rest is allocated to writing, language arts and social studies. These lessons follow the lesson sequence of: introduction to new material, guided practice, independent practice, and closure. The Subject Expert Teacher will provide direct instruction as well as providing support during independent practice. During independent practice and some guided practice, the Learning Expert Teacher will work with students who require additional scaffolding or intervention in one-on-one or small group settings. The Subject Expert and Learning Expert teachers will work together to provide appropriate differentiation of instruction to support the needs of all learners during independent and guided practice periods. Throughout the four lessons, LET and SET will continually provide feedback to students. The summative assessment is an independent test taken at the end of the unit.		
Standard Number and Description	Grade: 2 Strand: Reading Standards for Informational Text Cluster: Key Ideas and Details Standard # 3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2. RI.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
Materials/Resources Needed	Brain Pop Jr. Video on "Cause and Effect", Super Teacher worksheet on cause and effect (http://www.superteacherworksheets.com/causeeffectfactopinion/causeeffect4_WBMBF.pdf), chart paper, "Young Thomas Edison" from <u>Journeys Common Core Grade 3</u> , Houghton Mifflin leveled books (<u>The Wright Brothers</u> Level L, <u>George Washington Carver</u> Level O, and <u>The TV Kid</u> Level R), and Reading A to Z book and comprehension questions for Level R <u>Inventions</u> by Ned Jensen		

Lesson	Instructional Strategies	Student Activities
1	Objective (posted at the front of the room): Students will be able to identify the correct effect for a cause. Introduction (10 minutes): Teacher will introduce the new reading objective to the students. Teacher will tell students that they are going to be able to identify	Students will actively listen and watch the Brain Pop video.

Lesson	Instructional Strategies	Student Activities
	<p>a cause and effect when reading. But first they need to know what a cause and effect are.</p> <p>The teacher shows them a Brain Pop Jr. video on “Cause and Effect”. The teacher explains to them that by the end of the video they should be able to explain what cause is and what effect is.</p> <p>The teacher asks students to sit on the rug with a partner. The teachers asks students questions about the video and asks them to discuss with their partner before answering. Teacher will cold call the students for their answers.</p> <p>Questions: What is cause and effect? What are some words that will give you clues about causes and effects when you are reading? If the cause is: Susie was running in the hallway and stepped in a puddle of water. What would the effect be?</p> <p>Guided Practice (10 minutes): Teacher will explain to students that cause and effect can happen in stories, in our everyday life and they can especially happen in history and science. The teacher will remind students that in history they have been learning about the Westward Expansion. The teacher will tell the students that the Westward Expansion was a cause of many different effects. The teacher will ask students to take out their white boards and write down as many effects (gold rush, Louisiana Purchase, owning land, farming, etc.) that they can think of for the Westward Expansion. After three minutes, students will share their answers. Teacher will draw a mind map/web that includes all of the effects students share with the center being the cause of the Westward Expansion.</p> <p>Independent Practice (15 minutes): Teacher will hand out a cause and effect worksheet from “Super Teachers” and give directions on how to complete it. The teacher will explain that there are sixteen causes on the left and sixteen effects on the right and that their job is to match the cause with the correct effect. The teacher will model how to answer the first one and then allow the students to work independently. The LET will work in a small group with students who have been identified as needing interventions in reading. The SET will circulate and assist students who need more guidance. The SET will also use this as a formative assessment to check if the students are understanding the main concepts of cause and effect.</p> <p>Closure (5 minutes): Students will check their answers as the teacher reviews the worksheet. Teacher will ask students for their answers and review each question one by one.</p>	<p>Students will think-pair-share to answer the questions: What is cause and effect? What are some words that will give you clues about causes and effects when you are reading? If the cause is: Susie was running in the hallway and stepped in a puddle of water. What would the effect be?</p> <p>Students will actively listen.</p> <p>Students will write on their white boards the effects of the Westward Expansion.</p> <p>Students will share their answers with the class.</p> <p>Students will observe as the teacher makes a web for the effects of the Westward Expansion.</p> <p>Students will actively listen during directions and the example.</p> <p>Students will complete the worksheet by matching the cause with the correct effect.</p> <p>Students will raise their hand if they need more directions or assistance in completing the worksheet.</p> <p>Students will volunteer their answers and check their answers to each question.</p>

Lesson	Instructional Strategies	Student Activities
2	<p>Objective (posted at the front of the room): Students will be able to identify multiple causes of an effect in an informational text.</p> <p>Introduction (5 minutes): Teacher will remind students that in reading they are working on cause and effect. Teacher will review with students that an effect is “what happened” and a cause is “why it happened”. The teacher will split the chart paper at the front of the room into two columns, one for cause and one for effect”. Teacher will then write “David did not study for his test” under the cause column and ask the students to identify the effect. The teacher will write one students’ answer in the effect column. Then the teacher will tell them that they will add to this chart throughout the next week.</p> <p>Guided Practice (25 minutes): Students will come to the rug to read an informational text called “Young Thomas Edison” (from <u>Journeys Common Core Grade 3</u>) as a class. Teacher will have students preview the text. Teacher will ask what genre the book is and then ask the students what they think the main idea of the text is. Teacher will tell students that they will be identifying cause and effect in this story. Then, students will follow along and use choral reading, cloze reading and tracking of text. As they are reading, the teacher will state a cause or effect and write it on the board (there will be two columns for cause and effect). As they are reading the teacher will ask: “The effect was that Thomas’ mom had to homeschool him, what was the cause?” “The cause was that Thomas needed money for his experiments when he was 12. What was the effect?” “The effect was the Thomas was fired from his job when he was working on the train. What was the cause?”</p> <p>Independent Practice (10 minutes): Students will work with a partner and reread the story to find the cause and effect of Edison’s inventions to future inventions. SET and LET will circulate the room and listen to student interaction to check for understanding.</p> <p>Closure (5 minutes): Students will share what they added to their cause and effect columns about Edison and his inventions. The teacher will add these causes and effects to their chart paper.</p>	<p>Students will sit with SWAG on the rug. Sit up Straight Watch the speaker Ask questions Give answers Students will think-pair-share to answer what the effect was.</p> <p>Students will preview the story to find clues for what the story is about.</p> <p>Students will identify the genre and the main idea.</p> <p>Students will track the text as teacher and other students are reading. Students will participate in answering comprehension questions.</p> <p>Students will work together to reread and then fill out one more cause and effect in the columns of their worksheet. They will identify one of Edison’s inventions (carbon transmitter, motion picture, electrical vote recorder, etc.) and the effect that it had on future inventions.</p>
3	<p>Objective (posted at the front of the room): Students will be able to describe connections of scientific ideas, through cause and effect, of an informational text.</p>	<p>Students will answer what cause is and what effect is.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Introduction (5 minutes): Teacher will review with students cause and effect. The teacher will review the different causes and effects that they have written on their chart paper. Teacher will ask students what a cause is and what an effect is. The teacher will then ask students if there are any cause and effect situations that they would like to add to the chart. The teacher will take a couple of volunteers.</p> <p>Guided Practice (10 minutes): Students will get out their whiteboards at their desks and draw a line to make two columns (for cause and effect). Teacher will project a sentence on the board that has a cause and an effect in it. The students will write the cause on one side of their board and the effect on the other side. The students will show their answers to the SET when they finish and the SET will check that it is correct. The LET will circulate as students are writing to check students work. The teacher will continue this activity for 3-6 example, until a majority of the class is answering correctly. The LET will be monitoring to see what students need more support in a small group.</p> <p>Independent Practice (25 minutes): Teacher will tell students that in their previous lesson they read about Thomas Edison and some of his inventions, and today they are going to be reading about other inventors. The teacher will tell students that they will be working with cause and effect when they are reading. They should be thinking about the connection between the inventions that the person they are reading about made and how they affected inventions in the future. They should also be thinking about what effects caused the inventor to create their invention.</p> <p>Students will read a book at their level on an inventor. The levels have been previously assigned based on their <u>AIMSweb</u> RCBM scores as well as teacher observations in the classroom.</p> <p>Students will split into their leveled reading groups to read about inventors (<u>The Wright Brothers</u> Level L, <u>George Washington Carver</u> Level O, and <u>The TV Kid</u> Level R). Students will read the story in groups of three to four to practice their fluency. When students finish reading they will get the worksheet that goes with their book and complete it independently. The worksheet will ask them to find the effects of their inventor's invention. Or, the worksheet will ask them to find the cause(s) of their inventor's invention. The students will then describe, using complete sentences, the cause or effect of the invention. The SET will circulate the room to check for understanding and assist with any questions.</p>	<p>Students will think-pair-share more cause and effect situations and then share their ideas with the class.</p> <p>Students will divide their whiteboard into two columns, one for cause and one for effect.</p> <p>Students will identify the cause and effect of the given sentence and then write them into the proper column.</p> <p>Students will actively listen.</p> <p>Students will work in groups of three to four to read the story on an inventor. Students will take turns reading out loud, when another student is reading they are following along.</p> <p>Students will work independently at their desks. Students will fill out the columns on cause and effect of the invention, then write a complete sentence to describe the cause or effect.</p> <p>Students will share facts about the inventor they read about. Students will share the cause and effect they described their worksheet.</p>

Lesson	Instructional Strategies	Student Activities
	<p>The LET will work in a small group with students who need interventions in reading. The small group will read <u>The Wright Brothers</u>. When they finish reading, the group will fill out the worksheet together. They will identify that the invention of a glider and an engine (separately) led to the invention of an airplane, and write complete sentences to describe what lead to the invention.</p> <p>Closure (5 minutes): Students will share some facts about the inventors they read about. Then, students will share the cause and effect described on their worksheet. The teacher will add these cause and effect answers to their chart paper.</p>	
4	<p>Objective (posted at the front of the room): Students will be able to describe connections of scientific ideas, through cause and effect, of an informational text.</p> <p>Introduction (10 minutes): Teacher will review the objective of the reading unit on cause and effect. The teacher will take down the “cause and effect” chart columns that the class made. The teacher will use causes and effects that the class came up with throughout the unit to review. The teacher will project a cause and the students have to describe the effect on their whiteboards or the effect will be projected and the students will describe the effect.</p> <p>Guided Practice (10 minutes): The teacher will hand out the Reading A to Z book <u>Inventions</u> (Level R) by Ned Jensen and explain to students that they will be identifying the cause and effect of inventions throughout the years. Teacher will allow students a couple of minutes to preview the book by reading the table of contents, reading the captions of pictures, looking at headings and bold words. The teacher will ask the students what they think the main idea of the text is.</p> <p>Independent Practice (20 minutes) The students will read the story on their own and take notes (mind mapping style) on the informational text. When students finish reading they will raise their hand and the SET will give them a paper that says “What are the effects on inventions of people traveling into space? Make sure to highlight where you found your answer.”</p> <p>The LET will work in a small group with students who need intervention in reading. The LET will model for these students how to take notes on informational text. The teacher will call on different students to read aloud and practice fluency as the others follow along. The LET will guide students in answering the cause and effect question but will not give them the answer.</p> <p>Closure (5 minutes): The teacher will put the cause and effect chart back up at the front of the classroom. The teacher will ask the students if they found the</p>	<p>Students will describe the matching cause or effect on their whiteboard and show it to the teacher.</p> <p>Students will preview the book by looking at pictures, captions, headings, and the table of content.</p> <p>Students will describe the main idea of the non-fiction text and share it with the class.</p> <p>Students will read <u>Inventions</u> by Ned Jensen and take notes on information from the book.</p> <p>Students will raise their hands when they finish reading and taking notes.</p> <p>Students will describe the effects of people traveling into space had on inventions.</p> <p>Students will share the effects they found for the cause of students traveling into space.</p> <p>Students will go to the page of their book that they found the answer to the previous question about and show the teacher.</p>

Lesson	Instructional Strategies	Student Activities
	answer to the question in their reading. The students will share their answers and the teacher will add them to the chart. The teacher will also ask where they found the answer so that everyone can go back and look at their book for the correct answer. The teacher will collect the books so that they can use them for the next lesson during the assessment.	
5	<p>Assessment: Students will use their reading comprehension skill of cause and effect to answer questions about an informational text.</p> <p>Introduction (5 minutes): Teacher reminds the students that they have been working on cause and effect of informational text during reading. The teacher will remind them that an effect is “what happened” and the cause is “why it happened”. The teacher then tells them that they will be using the same book that they used in the previous lesson to answer comprehension questions. The teacher hands out the assessment and reads the directions and then allows them to start. The LET and SET both circulate and answer questions but do not assist with the assessment.</p>	<p>Students actively listen.</p> <p>Students answer comprehension questions about <u>Inventions</u> by Ned Jensen for their assessment.</p>

Summative Assessment:

Using the reading A to Z book Inventions by Ned Jensen answer these multiple choice questions.

- What do all good inventions have in common?
 - They never break down.
 - They make life easier and more enjoyable.
 - They are cheap and easy to make.
 - They do dangerous jobs for humans.
- Because people wanted to explore space, they invented _____
 - spacesuits
 - new materials to protect humans
 - ways to breathe when there is not air
 - all of the above
- The invention of the jet engine led to the invention of _____
 - the steamboat
 - the gasoline engine
 - the rocket engine
 - all of the above happened
- What was the author’s purpose for writing this book?
 - To tell the process for applying for a patent on an invention
 - To describe how the invention of the engine changed the world
 - To show the process Thomas Edison went through to invent the light bulb
 - To explain what inventions are and how some important ones have

Using complete sentences, describe the effect(s) for each cause:

Cause: The wheel was invented.	Effect: 1. _____
Cause: Engines were invented.	Effects: 1. _____ 2. _____
Cause: The car was invented.	Effects: 1. _____ 2. _____

Answer Key:

1. What do all good inventions have in common?
 - a. They never break down.
 - b. They make life easier and more enjoyable. (1 point)**
 - c. They are cheap and easy to make.
 - d. They do dangerous jobs for humans.
2. Because people wanted to explore space, they invented _____
 - a. spacesuits
 - b. new materials to protect humans
 - c. ways to breathe when there is not air
 - d. all of the above (1 point)**
3. The invention of the jet engine led to the invention of _____
 - a. the steamboat
 - b. the gasoline engine
 - c. the rocket engine (1 point)**
 - d. all of the above
4. What was the author's purpose for writing this book?
 - a. To tell the process for applying for a patent on an invention
 - b. To describe how the invention of the engine changed the world
 - c. To show the process Thomas Edison went through to invent the light bulb
 - d. To explain what inventions are and how some important ones have happened (1 point)**
5. Using complete sentences, describe the effect of each cause::

<p>Cause: The wheel was invented.</p>	<p>Effects: <u>1. .The invention of the cart was an effect of the wheel being invented. (2 points)</u></p>
<p>Cause: Engines were invented.</p>	<p>Effects: <u>1. .Because engines were invented, people could travel into space. (2 points)</u> <u>2. .New types of vehicles were invented because engines were invented. (2 points)</u></p>
<p>Cause: The car was invented.</p>	<p>Effects: <u>1. .Traffic light were invented because cars were invented. (2 points)</u> <u>2. .Gas pumps were invented as a result of cars being invented (2 points)</u></p>

Students will achieve 11/14 or 80% to achieve Mastery.

Curriculum Unit & Lesson Plan Template

Humanities 1

Grade Level	1	Grading Period	Reading
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	<p>At this time in the year, students are able to read and comprehend grade level text. Students are able to identify fiction and non-fiction text. Students will have prior experience reading informational text and are familiar with non-fiction text and graphic features. Identifying main idea and details of a text is a skill that students have acquired. Students have experience with using Venn Diagrams (for comparing and contrasting with fictional stories). They also have been exposed to multiple graphic organizers and note taking skills. Students have practiced, throughout the year, working in small groups and partners with other students for reading.</p>		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	<p>This reading unit will be taught for 45 minutes during the 85 minute Humanities block at BASIS DC Primary. Only a portion of this block is set aside for reading instruction and the rest is allocated to writing, language arts and social studies. These lessons follow the lesson sequence of: introduction, guided practice, independent practice, and closure. The Subject Expert Teacher will provide direct instruction as well as providing support during independent practice to students who are on grade level or need enrichment. During independent practice and some guided practice, the Learning Expert Teacher will work with students who require additional scaffolding or intervention in one-on-one or small group settings. The Subject Expert and Learning Expert teachers will work together to provide appropriate differentiation of instruction to support the needs of all learners during independent and guided practice periods. Throughout the four lessons, LET and SET will continually provide feedback to students. The summative assessment is an independent test taken at the end of the unit.</p>		
Standard Number and Description	<p>Grade: 1 Strand: Reading Standards for Informational Text Cluster: Key Ideas and Details Standard # 3-Describe the connection between two individuals, events, ideas, or pieces of information in a text. 1. RI.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		
Materials/Resources Needed	<p>“Now and Ben” by Gene Barretta in <u>Journeys Common Core Grade 2</u>, the reading passage <u>Sharks</u> by Gina Szczodrowski, Reading A to Z book <u>Colonial Life</u> Level L) by Julie Harding, chart paper, and Houghton Mifflin leveled readers and their “Teacher Guides”. Houghton Mifflin Leveled Readers: <u>Making a Newspaper</u> (Level M) by Samantha Rabe, <u>America’s First Firefighters</u> (Level M) by Lena Crawford and <u>From Trails to Highways</u> (Level Q) by Stavros Diamandopoulos</p>		

Lesson	Instructional Strategies	Student Activities
1	<p>Objective (posted at the front of the room): Students will be able to compare and contrast using a Venn Diagram for non-fiction information.</p> <p>Introduction (10 minutes): The teacher will use questioning techniques to activate students' prior knowledge of "compare" and "contrast". The teacher will allow students to share their answers with the class. Then the teacher will remind them of the definition of compare: looking for things that are the same; and the definition of contrast: looking for things that are different. The LET will write these two definitions on the board. The teacher will then ask the students to compare and contrast football and soccer: what is the same about both of them (compare) and what is different about both of them (contrast). The teacher will remind the students to share facts with their partner, not their opinion. Student will think-pair-share with a partner. Teacher will draw a Venn Diagram on the board and remind students that we use a Venn Diagram to compare and contrast two things. Students will share what they thought was the same and what was different. The teacher will fill in the diagram on the board with the student's facts about the sports.</p> <p>Guided Practice (30 minutes): Teacher will tell students that they are going to use comparing and contrasting while reading informational text. Teacher will ask students what informational text is, is it fiction or non-fiction? The teacher will then project the reading passage "Sharks" by Gina Szczodrowski. The teacher will explain to the students that as the teacher reads this passage their job is to follow along with their eyes and gather information. The LET will make a T-chart with "Great White Sharks" on one side and "Hammerhead Sharks" on the other side. The teacher will explain to the students that they will be gathering facts from the informational text in order to compare and contrast these two types of sharks. The SET will read the passage one paragraph at a time. The teacher will pause a few times throughout the passage to give students time to share facts about the sharks from the passage. The LET will write the facts on the T-chart. The teacher will tell students that they are going to use this information to make a Venn Diagram to compare and contrast these sharks. The students will have a Venn Diagram at their desks that they will add to as the teacher adds facts to the T chart on the whiteboard. The teacher will ask students to share facts that were the same about both the sharks, using the notes that are on the chart paper at the front of the room. After the class has finished filling out the comparing</p>	<p>Students will share what they think compare and what they think contrast means with the class.</p> <p>Students will share with their partner what they think is the same about football and soccer and what they think is different.</p> <p>Students will share the facts that they shared with their partners about how football and soccer are the same and different.</p> <p>Students will share what they know about informational text.</p> <p>Students will sit with SWAG on the rug. Sit up straight Watch the speaker Ask questions Give answers</p> <p>The students will follow along while the teacher reads the passage on sharks. Students will share facts about each types of sharks when the SET pauses so that the LET can add their notes to the T-chart.</p> <p>Students will transition back to their desks.</p> <p>Students will reference the T-chart to find facts that were the same about both sharks. They will share their facts with the class and the teacher.</p>

Lesson	Instructional Strategies	Student Activities
	<p>portion of the diagram, the teacher will ask them to start sharing facts that were different to contrast. The LET will circulate the room to check that students are accurately filling out the diagram.</p> <p>Closure (5 minutes): Teacher will ask students what other informational topics they could compare and contrast. Teacher will give them time to think-pair-share and then share their answers with the class. The teacher will then ask them what techniques they used to help them compare and contrast the sharks (taking notes with a T-chart and a Venn Diagram). The teacher will tell them that during their next reading lesson they will be comparing and contrasting a different animal.</p>	<p>Students will find facts, from the T-chart, which are different about the sharks. Students will share their facts with the class and write them on their Venn Diagram.</p> <p>Students will discuss with a partner different topics they could compare and contrast.</p> <p>Students will share with the class the different tools they used to compare and contrast during the lesson.</p>
2	<p>Objective (posted at the front of the room): Students will be able to compare and contrast information from non-fiction text using a Venn Diagram.</p> <p>Introduction (5 minutes): Teacher will ask students to turn to a partner and tell them what “compare” means. The teacher will call on someone to share their answer. Then the teacher will have the students to a partner and tell them what “contrast” means. The teacher will call on a student to share their answer. The teacher will explain to students that they will be comparing and how people lived in Ben Franklin’s time to how we live today. But first, they need to read the story <u>Now and Ben</u> by Gene Barretta from their <u>Journeys</u> book to gather facts and information.</p> <p>Guided Practice (25 minutes): Students will bring their <u>Journeys</u> books to the rug to read the story as a class. The teacher will use different reading techniques throughout the story to get all students participating and following along in the story and to check for understanding. As the class is reading the story the teacher will use “cloze reading”, “cold calling” on students to read, and “choral reading”. The LET will draw a T-chart on the chart paper and as the SET pauses throughout the story to ask questions about what life was like during Ben Franklin time, the LET will add notes.</p> <p>After the class has finished the story and the note taking the students will transition back to their desks. The teacher will draw a Venn Diagram on the board and ask students what two things they are comparing and contrasting. The teacher will add the titles to the diagram.</p> <p>The teacher will use questioning strategies to formatively assess students on the parts of a Venn Diagram. Teacher will label the diagram based on their responses</p>	<p>Students will share with a partner that compare means to find how two or more things are the same.</p> <p>Students will share with their partner that “contrast” means to find what is different about two or more things.</p> <p>Students will sit with SWAG on the rug and follow along as the teacher and other students read <u>Now and Ben</u>.</p> <p>Students will answer questions about the story as the teacher asks them.</p> <p>Students will answer that the class is comparing what life was like during Ben Franklin’s time to what life is like now.</p> <p>Students will answer that the middle part of the diagram where the two circles cross tell how the two things are alike which is called comparing.</p> <p>Students will share what is the same about Ben’s time to now.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Independent Practice (10 minutes): Teacher will instruct students to turn their paper onto the back and draw a Venn Diagram. The teacher will ask students to pick one of Ben Franklin’s inventions and compare and contrast it to the “Now” version of the invention. For example, students could compare and contrast the “grabber” and the “long arm” inventions.</p> <p>Closure (5 minutes): The teacher then asks students to think-pair-share about the effect Ben’s inventions had on inventions now. The teacher will circulate and listen to the student’s responses. The teacher will ask different groups to share their answers.</p>	<p>Students will write what they shared for what was the same in the comparing part of the Venn Diagram.</p> <p>Student work independently at their desks on completing their Venn Diagram. They will use information from <u>Now and Ben</u> to write facts about the inventions. Students will think-pair-share about the effect Ben’s inventions had on inventions now.</p>
3	<p>Objective (posted at the front of the room): Students will be able to answer comprehension questions, about an informational text, using comparing and contrasting.</p> <p>Introduction (5 minutes): Teacher will remind students that we are working on comparing and contrasting information from text. Teacher will ask students to think-pair-share what compare and contrast mean. The teachers will circulate to listen to students responses</p> <p>Teacher will tell students that today they will be given books about inventions/jobs from the past and they will be comparing and contrasting them to today’s inventions/jobs. Teacher will ask students what tools they can use to compare and contrast.</p> <p>Guided Practice (5 minutes): Teacher will hand out the Houghton Mifflin leveled readers to students. The students will already be leveled based on their <u>AIMSWeb</u> RCBM scores and teacher observations in the classroom. The teacher will ask students to preview their books by looking at the title, text features and graphics. The teacher will ask students what the main idea of their book is. The teacher will allow one students for each book to share.</p> <p>Independent Practice (30 minutes): The teacher will allow the students 10 minutes to read their book in groups of three to four to practice their fluency. When students finish they will be given a worksheet with a Venn Diagram and comprehension questions, which require comparing and contrasting, based on their book.</p> <p>Below Grade Level-<u>Making a Newspaper</u> (newspapers in the 1700’s verses today)</p> <p>At Grade Level-<u>America’s First Firefighters</u> (Firefighting in the 1700’s verses today)</p>	<p>Students will think-pair-share about what compare and contrast mean.</p> <p>Students will answer that they can use T-charts and Venn Diagrams to compare and contrast information from a book.</p> <p>Students will preview their book. They will look at the title, pictures, and captions, headings to try and understand what the main idea is.</p> <p>Students will share the main idea of their book.</p> <p>Students will read their book in a small group, taking turns to read out loud.</p> <p>Students will fill out a Venn Diagram to compare and contrast their topic from the past to the present.</p> <p>Students will need to have at least two bullet points or sentences in each section of the Venn Diagram.</p> <p>Students will share, in a group, their completed Venn Diagram.</p>

Lesson	Instructional Strategies	Student Activities
	<p>Above Grade Level-<u>From Trails to Highways</u> (colonial roads verses modern roads)</p> <p>Closure (5 minutes): Students will get into groups based on the book they read and describe what was the same and what was different from their Venn Diagrams. They will also share the answers to their comprehension questions. The LET and SET will circulate to listen to students responses and assist with any incorrect information.</p>	
4	<p>Objective: Students will be able to describe a connection between two pieces of information in a text using comparing and contrasting. Students will compare and contrast “colonial life” to “life today”.</p> <p>Introduction (10 minutes): Students will review the different topics they have compared and contrasted throughout the week. The teacher will explain to them that they will be working with a book called <u>Colonial Life</u> by Julie Harding. Teacher will ask students to think-pair-share about what their day is like as a child in 2014. They should think about what they do when they wake up, if they have chores, what they do during the day, etc. After a couple of minutes of sharing with their partner, their teacher will ask them what they think their grandparents daily childhood was like. Students will share their thoughts out loud.</p> <p>Assessment (30 minutes): Teacher will direct student to read the book <u>Colonial Life</u>. They will be given a piece of scratch paper for note taking. After they finish the book they will complete their assessment which is comparing and contrasting colonial life to life today.</p>	<p>Students will brainstorm/think-pair-share about their day as a child in 2014. Students will share what they think life was like for their grandparents as children.</p> <p>Students will take notes as they read the informational text. Students will complete the assessment using the skills they have learned throughout the unit on comparing and contrasting.</p>

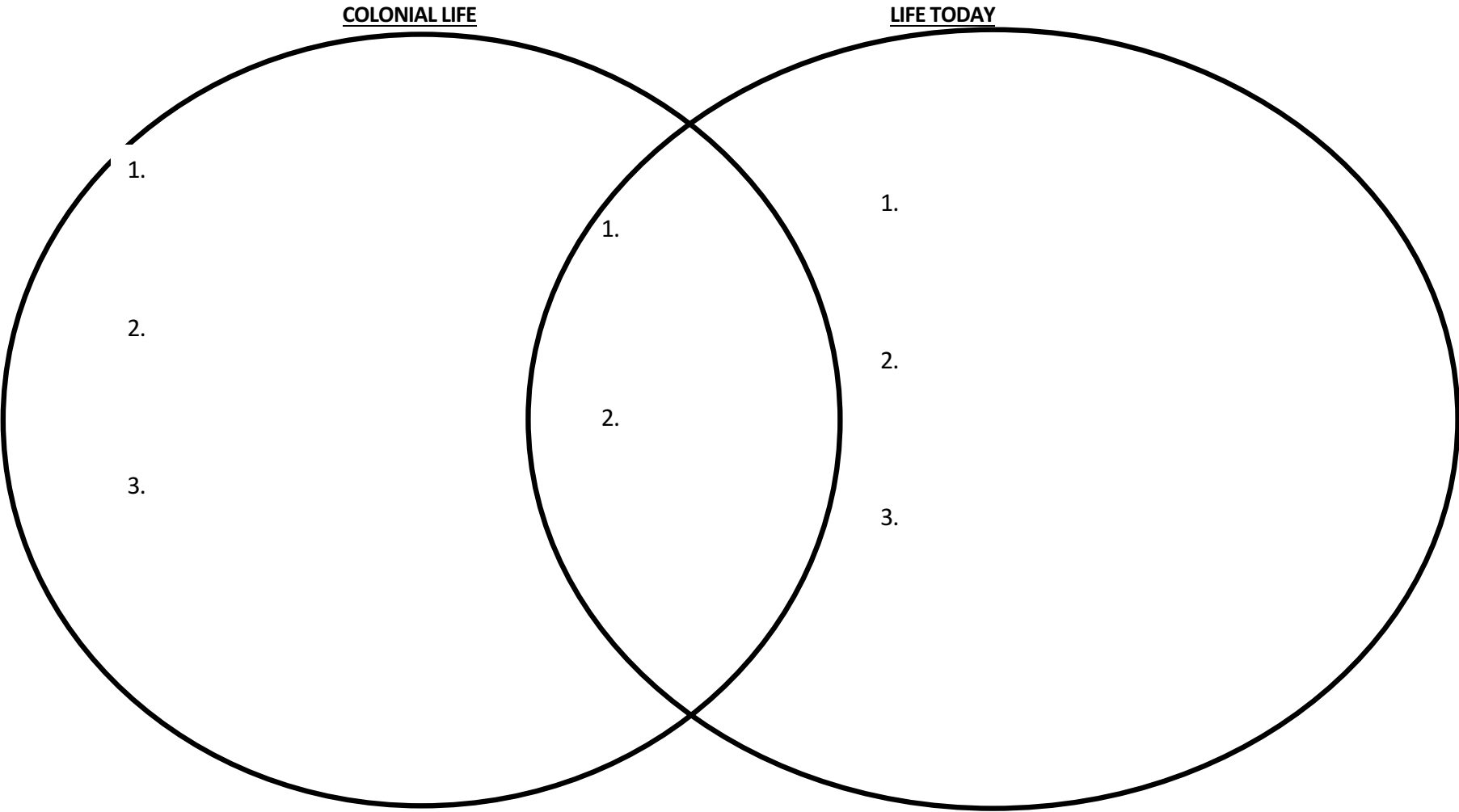
Summative Assessment Items:

- The assessment is out of 15 points. An 12/15 or 80% will be considered mastery of the objective.

Circle the correct answer:

- When you are **comparing** you are looking for things that are _____.
 - the same
 - different
- When you are **contrasting**, you are looking for things that are _____.
 - the same
 - different

After reading Colonial Life by Julie Harding, compare and contrast colonial life verses life today (make sure to use information from the book). Be sure to include two ways they are the same and three ways they are different.



Short Answer: Using your Venn Diagram above, describe colonial life vs life today using complete sentences. Include one way they are the same and two ways they are different.

Answer Key:

Circle the correct answer:

1. When you are **comparing**, you are looking for things that are _____.

c. **the same (1 point)**

d. different

2. When you are **contrasting**, you are looking for things that are _____.

e. the same

f. **different (1 point)**

After reading Colonial Life by Julie Harding, compare and contrast colonial life verses life today (make sure to use information from the book).

COLONIAL LIFE

LIFE TODAY

Multiple answers can apply: **(3 points)**

- Not all students went to school
- Kids bathed in a washbasin
- A light lantern was used for light
- Fire was used to cook meals
- Laundry was done by hand
- If you went to school, all the kids no matter what age were in the same class
- No television and no video games
- For transportation, people would ride horses or walk

Multiple answers can apply **(2 points)**

- In school students study reading, writing and math
- Friends and families spend time together

Multiple answers can apply: **(3 points)**

- All kids must go to school
- People bathe in showers and bath tubs
- We use electricity for light
- People use a stove to cook meals
- People use a washing machine to clean clothing
- Students are separated into classes based on their age
- Children play video games and watch television for fun
- For transportation people can drive

Short Answer: 2pts for correct writing conventions and 1 pt for each of their comparisons (3 pts total) using the Venn Diagram.

Curriculum Unit & Lesson Plan Template

Language & Literacy Foundations

Grade Level	Kindergarten	Grading Period	4
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	By this point in the year, kindergarten students have focused on main ideas, character, and setting of different fictional texts. Kindergarten students have also compared the similarities and differences between two objects in mathematics and science lessons. Kindergarteners have practiced reading independently with Reading A-Z books.		
Alignment to Program of Instruction <i>A brief description of the methods of instruction found in the curriculum section.</i>	These lessons are taught at BASIS DC Primary during our 105 minute Language and Literacy Foundations block. These lessons will follow the lesson sequence of: introduction, guided practice, and closure. The Kindergarten Lead Teacher and Teaching Fellow will provide direct instruction as well as provide support during independent practice to students who are behind, or who need enrichment. During independent practice the Teaching Fellow will work with students who require additional scaffolding or intervention in one-on-one or small group settings.		
Standard Number and Description	Grade: K Strand: Reading Standards for Informational Text (RI) Cluster: Key Ideas and Details Standard: #3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CCSS.ELA-LITERACY.RI.K.3- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
Materials/Resources Needed	Books: Usborne Beginners: Farm Animals, Farm ABC, An Alphabet Book, My Goat, My Pig, World of Farming: Jobs on a Farm, World of Farming: Farming Machines, Farm Colors, Farm Photos and a Venn Diagram, objects and chenille stems.		

Lesson	Instructional Strategies	Student Activities
	<p>identify not only similarities but the differences as well. The teacher will hold up two objects and have the students identify the differences between those two objects. The teacher will identify the sections on the Venn diagram where the differences are written for each book. The teacher will write what the students tell them are the differences on the whiteboard in a Venn diagram.</p> <p>Guided Practice: The teacher will read the following books: <u>My Pig</u> and <u>My Goat</u>. After reading the first book, the teacher will ask the students to identify the main idea, setting and characters. The teacher will read the second book. The teacher will then ask the students to identify the main idea, setting, and the characters. The teacher will instruct the students to work with their table group and identify differences between the books. The teacher will call on students from two groups to share a difference for each book. The teacher will instruct the students to write these differences in their Venn diagram following what the teacher writes on the board.</p> <p>Independent practice: The teacher will instruct the students that they will now find differences between the two books and write their list in the difference section of the Venn diagram. As the students are writing their list, the teacher will walk around supporting the students as they work. The teaching fellow will work with students who need additional support in a small group.</p> <p>Closure: Teacher will bring the class back together and pick three students to share the Venn diagrams.</p>	<p>Students will actively listen to two books on the same topic. Students will share the main idea, setting and characters of the each book. The students will then talk about the differences between the two books with their table groups. The students who are chosen will share a difference found from each book.</p> <p>The students will write their list in the different sections of the Venn diagram.</p> <p>The students will actively listen to their peers share the differences during whole group.</p>
3	<p>Objective: Students will be identifying similarities and differences between two books on the same topic.</p> <p>Introducing new materials: The teacher will review the previous objective on similarities and differences. The teacher will discuss with the students why it is important for readers to understand what they read and to be able to identify not only similarities but the differences as well. The teacher will hold up two objects and have the students first identify the similarities and then the differences between those two objects. Teacher will write the students ideas on the whiteboard in the Venn diagram.</p> <p>Guided Practice: The teacher will read the following books: <u>Farm Colors</u> and <u>Farm Photos</u>. After reading the first book the teacher will ask the students the main idea, setting and characters. The teacher will read the second book and</p>	<p>The students will engage in an interactive lecture.</p> <p>The students will identify similarities and differences between the two objects.</p> <p>Students will actively listen to two stories on the same topic. Students will share their ideas about the main idea, setting and characters of the two books read. The students will then participate with their table groups to discuss the similarities and differences between the two books.</p> <p>The students will complete a Venn diagram out of chenille stems.</p>

Lesson	Instructional Strategies	Student Activities
	<p>lead a discussion about main idea, setting and characters. The teacher will instruct the students to discuss the similarities and differences between these two books with their table group. The teacher will bring the class together and call on two table groups to share their similarities and differences. This time the teacher will use objects to represent the similarities and differences in the books. The teacher will demonstrate how to create a Venn Diagram using chenille stems. Then the teacher will invite students up to place the manipulative in the proper areas of the Venn diagram. The teacher will guide the students on how to create a Venn diagram out of chenille stems. They will complete their chenille stem Venn diagrams as a whole group.</p> <p>Independent practice: The teacher will instruct the students to find differences and similarities between the two books and to place the objects in the Venn diagrams that they create. As the students are placing their objects the teacher will walk around supporting the students as they work. The teaching fellow will work with students who need additional support in a small group.</p> <p>Closure: The teacher will tour the room with the students discussing and observing the Venn diagrams and the objects.</p>	<p>The students will place the objects in the appropriate places in their Venn diagram.</p> <p>The students will tour the room with the teacher observing and discussing the Venn diagrams.</p>

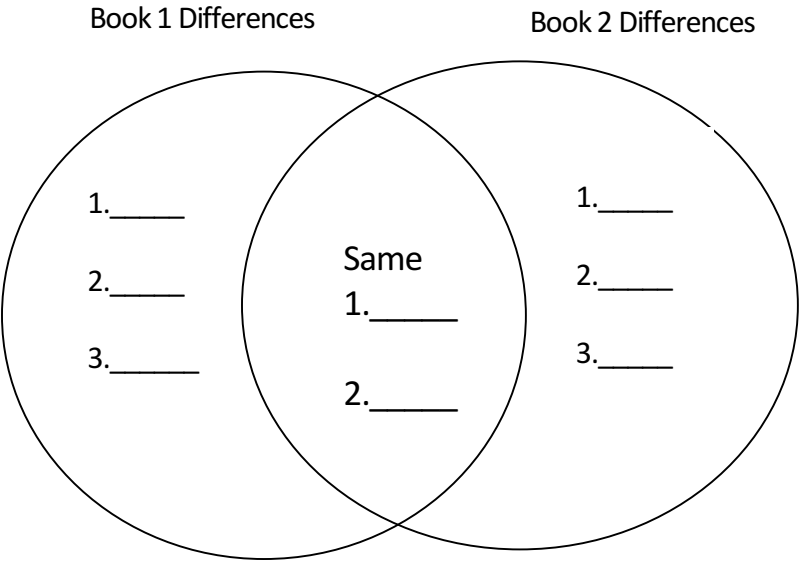
Lesson	Instructional Strategies	Student Activities
4	<p>Objective: Students will be identifying similarities and differences between two books on the same topic.</p> <p>Introducing new materials: The teacher will review the previous objective on similarities and differences. The teacher will discuss with the students why it is important for readers to understand what they read and to be able to identify not only similarities but the differences as well. The teacher will hold up different two objects and have the students first identify the similarities and then the differences between those two objects. Teacher will write the students ideas on the whiteboard in the Venn diagram.</p> <p>Guided Practice: The teacher will read the following books: <u>Farm Machines</u> and <u>Jobs on a Farm</u>. After reading the first book the teacher will ask the students the main idea, setting and characters. The teacher will read the second book and lead a discussion about main idea, setting and characters. The teacher will instruct the students to discuss the similarities and differences between these two books with their table group. The teacher will bring the class together and call on two table groups to share their similarities and differences. The teacher will instruct the students to fill in the answers the students give in their Venn diagram.</p> <p>Independent practice: The teacher will instruct the students that they will now find differences and similarities between the two books and write their list in the similarity and difference sections of the Venn diagram. As the students are completing their Venn diagram, the teacher will walk around supporting the students as they work. The teaching fellow will work with students who need additional support in a small group.</p> <p>Closure: The teacher will bring the class back together and pick three students to share their Venn diagram.</p>	<p>Students will interact with the instructor as prompted and share their ideas with the class.</p> <p>Students will identify the similarities and differences between the objects.</p> <p>Students will share their ideas about the main idea, setting and characters of the two books read. The students will then actively participate with their table groups to discuss the similarities and differences between the two books. The students who are chosen will share the similarities and differences they have found. The students will fill in the Venn diagram writing what the teacher writes on the board on their paper.</p> <p>The students will read the stories during whole group guided reading. Once the stories are read, the student will independently make a Venn Diagram based on the two stories.</p> <p>The students will actively listen to their peers share the Venn Diagrams during whole group carpet time.</p>
5	<p>Objective: Students with prompting and support be able to describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Introduction: The teacher will explain that there will be an assessment on identifying similarities and differences between two books on the same topic. The teacher shows the students the Venn Diagram assessment that they will be filling out. The teacher will read two books on the same topic to the class. As a class the students will identify the main idea, setting, and characters for each book.</p>	<p>Students will actively listen to the book and then to the assessment instructions.</p> <p>Students will do the assessment individually at their seats.</p>

Lesson	Instructional Strategies	Student Activities
	30 Minute assessment: Teacher passes out the Venn diagram and two books to each student. The teacher will circulate and to monitor the students' progress. The teacher does not assist with the Venn Diagram.	

Summative Assessment Items:

Directions: Complete the Venn diagram below by finding three ways each books are different and two ways they are the same.

Topic: _____



The assessment is out of ten points. An eight out of ten or 80% will be considered mastery of the objective.

BASIS DC Primary Curriculum Map, Yearlong Template: Math & Science, Grade 4

This course is a combination Math & Science Course that meets for 85 minutes per day. As the Saxon Math curriculum spirals topics and assesses students in a cumulative fashion, math topics are woven into the science units, and the math lessons are done in the order designed by Saxon. As such, teachers submit "unit" plans per grading period (of which there are five in the primary grades at BDC). Each Grading Period "unit" might have multiple mini-units within it. **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for math and one for science; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<p><i>Math Objectives:</i> Students will master Saxon Lessons 1-20. Topics include: Basic Functions with Whole Numbers, Fact Families, Order of Operations, Linear Measure, Sequences and Scales, Multistep Problems, Rounding, Line Graphs, and Factors.</p> <p><i>Science Objectives:</i> <i>Intro to Science</i> Students will learn how to Conduct an Experiment: Use the Scientific Method, Examine Variables, Learn the Functions of Scientific tools/instruments and record/interpret tables, charts, and graphs</p> <p><i>Plants and Animals</i></p>	<p>Students will master Saxon Lessons 11-26. Topics Include: Divisibility, Ratios, Multiples, Rates, Adding and Subtracting Mixed Numbers, and Using Manipulatives to Reduce Fractions</p> <p><i>Science Objectives:</i> <i>Ecosystems</i> Students will Define and Differentiate between Ecosystems, Describe Food Chains/Food Webs, Explain how living things affect the environment, and Identify Fossils</p>	<p>Students will master Saxon Lessons 27-42. Topics Include: Angles, Least Common Multiple, Reciprocals, Expanded Notation, Decimal Numbers, Squares and Square Roots, and Renaming Fractions</p> <p><i>Science Objectives:</i> <i>Earth Resources</i> Students will learn and observe characteristics of Weather Patterns, Rapid/Slow changes on the Earth's surface, Rocks and Minerals, and the Water Cycle</p>	<p>Students will master Saxon Lessons 43-64 Topics Include: Simplifying and Comparing Decimal Numbers, Expanded Notation with Decimals, Circumference and Pi, Dividing and Rounding Decimals, Common Denominators, Geometric Solids, and Subtracting Mixed Numbers with Regrouping</p> <p><i>Science Objectives:</i> <i>Energy</i> Students will demonstrate understanding of Energy, Kinetic Energy vs. Potential Energy, and Sound, Light, and heat Energy</p> <p><i>Electricity and Magnetism</i> Students will review characteristics of</p>	<p>Students will master Saxon Lessons 65-120 Topics Include: Dealing with Primes, the Coordinate Plane, Writing Ratios as Decimal Numbers, Area of a Triangle, Patterns of Multiplication, Geometric Construction of Bisectors, Exponents, Sum of Angles, and Two-Step Equations</p> <p><i>Science Objectives:</i> <i>Space</i> Students will review prior knowledge of How the earth moves and rotates, Star patterns, the phases of the moon, and the Solar System</p> <p><i>Matter</i></p>

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	Students will Classify Plants and Animals, Identify Vascular vs. Nonvascular and Vertebrates vs. Invertebrates, and Characterize Basic Function of Plant Parts, Reproduction, Life Cycle, and Photosynthesis			Electricity, build Circuits, learn Parallel vs. Series, and describe Magnetism and Electromagnets	Students will review prior knowledge of Properties and Phases of Matter, Measuring Matter, Mixtures, and How matter changes <i>Motion</i> Students will define Motion and Speed, and hypothesize about/conduct experiments on the potential motion and speed of different states of matter
Sample Resources	Pearson <i>Interactive Science 4</i> Textbook, <i>Saxon Math Course 1</i> Textbook, Supplies for Scientific Method Flip book and Cloud Flip book, Bill Nye the Science Guy "Plants" Episode, Dice Game for Comparing Place Value	Pearson <i>Interactive Science 4</i> Textbook, <i>Saxon Math Course 1</i> Textbook, Animal Adaptations powerpoint, Supplies for Fossil Activity, virtual trips to the Arizona Desert Museum and Biodome 2, <i>National Geographic</i> Magazine & website,	Pearson <i>Interactive Science 4</i> Textbook, <i>Saxon Math Course 1</i> Textbook, Resources for Soil Study Activity, Introduction to Minerals powerpoint, Characteristics of Minerals video clip, nationalgeographic.com,	Pearson <i>Interactive Science 4</i> Textbook, <i>Saxon Math Course 1</i> Textbook, Energy Forms & Changes powerpoint, Supplies for Vibration Sound Center Activity Supplies for the Paper Plate Raceway Magnet Center (Activity), Electricity in Our Lives powerpoint, Probability Group Activity,	Pearson <i>Interactive Science 4</i> Textbook, <i>Saxon Math Course 1</i> Textbook, nasa.gov, supplies for Matter Classification Activity, Solar System Scavenger Hunt, Matter Classification and Mixture Activity, Inertia Activity, brainpop.com, NOVA "To the Moon" episode
Assessments	BASIS.ed Baseline Exam (first 6 weeks), AIMSweb (ongoing) Chapter Tests for	AIMSweb (ongoing) Chapter Tests for <i>Interactive Science</i>	BASIS.ed Benchmark Exam (January), ISA (February), AIMSweb (ongoing),	PARCC (April-May), AIMSweb (ongoing), Chapter Tests for	BASIS.ed Benchmark Exam (May), AIMSweb (ongoing), Chapter Tests

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	Interactive Science (ongoing), Saxon Math Tests (ongoing), Plant & Animal Cell Quiz, Classification Activity, Heredity/Adaptations/Tropisms Test	(ongoing), Saxon Math Tests (ongoing) Ecosystems Project, Candy Fossils Activity, National Parks Group Presentation	Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Annotated National Geographic Packet, Rocks Lab, Soil Study Activity, Streams Lab, Renewable vs. Nonrenewable Resources Activity	Interactive Science (ongoing), Saxon Math Tests (ongoing), Constellation Research Activity, Vibration Sound Center Activity, Probability Group Assignment, Paper Plate Raceway Magnet Activity	for Interactive Science (ongoing), Saxon Math Tests (ongoing), Matter Classification Activity, Solar System Scavenger Hunt
DC Standards in focus	Common Core Math: CCSS.MATH.CONTENT.4.OA.A.3 , CCSS.MATH.CONTENT.4.OA.B.4 , CCSS.MATH.CONTENT.4.MD.A.1 Next Gen Science: 4-LS1-1 and 4-LS1-2	Common Core Math: CCSS.MATH.CONTENT.4.NF.A.1 CCSS.MATH.CONTENT.4.NF.B.3 CCSS.MATH.CONTENT.4.NF.B.4 Next Gen Science: 4-ESS3-1, 4-ESS3-2, 2-LS2-1, 2-LS2-2	Common Core Math: CCSS.MATH.CONTENT.4.NF.B.4 CCSS.MATH.CONTENT.4.NF.C.5 CCSS.MATH.CONTENT.4.NF.C.6, CCSS.MATH.CONTENT.4.MD.C. , Next Gen Science: 4-ESS1-1, 4-ESS2-1, 4-ESS2-2	Common Core Math: CCSS.MATH.CONTENT.5.NBT.B.7 CCSS.MATH.CONTENT.5.NBT.A.2 CCSS.MATH.CONTENT.4.NF.A.2 Next Gen Science: 4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4, 3-PS2-3, 3-PS2-4, MS-PS2-3	Common Core Math: CCSS.MATH.CONTENT.6.G.A.1, CCSS.MATH.CONTENT.4.MD.C.7, CCSS.MATH.CONTENT.5.NBT.A.2 CCSS.MATH.CONTENT.4.OA.A.2 Next Gen Science: MS-ESS1-1, MS-ESS1-2, MS-ESS1-3; 5-PS2-1, 5-PS2-2, 5-PS2-3, 5-PS2-4; 4-PS4-1, 5-PS2-1, MS-PS2-2

BASIS DC Primary Curriculum Map, Yearlong Template: Math & Science, Grade 3

This course is a combination Math & Science Course that meets for 85 minutes per day. As the Saxon Math curriculum spirals topics and assesses students in a cumulative fashion, math topics are woven into the science units, and the math lessons are done in the order designed by Saxon. As such, teachers submit "unit" plans per grading period (of which there are five in the primary grades at BDC). Each Grading Period "unit" might have multiple mini-units within it. **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for math and one for science; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<p><i>Math Objectives:</i> Students will master Saxon Lessons 1-24. Topics include: Sequences, Place Value, Ordinal Numbers, Adding Money, Regrouping, Number Lines, Problems with Missing Addends, Units of Length and Perimeter, Inverse Operations, Lines, Segments, Rays, and Angles</p> <p><i>Science Objectives:</i> <i>The Nature of Science</i> Review Scientific Method, Review of safe lab behavior, Making Informed Predictions, Plan and conduct simple investigations, Construct reasonable interpretations of data, Analysis and Conclusions, Communicate results with others</p>	<p><i>Math Objectives:</i> Students will master Saxon Lessons 25-36. Topics include: Subtraction word problems, Drawing pictures of Fractions, Multiplication as repeated addition, Multiplication table, Area, Squares and square roots, Writing numbers through hundred millions, Naming mixed numbers</p> <p><i>Science Objectives:</i> <i>Living Things</i> Classifications of animals, Similarities and differences between animals and their parents, Animal life cycles</p> <p><i>Ecosystems</i> Identify living and nonliving components of ecosystems, microscopic and macroscopic</p>	<p><i>Math Objectives:</i> Students will master Saxon Lessons 37-63. Topics include: Capacity, Tenths and Hundredths, Relating fractions and decimals, Subtracting across zero, Rounding numbers to estimate, Parentheses and Associative Property, Percents, Relating multiplication and division, Division with remainders, Prime and composite number, Displaying data using graphs, Two-step equations, Exponents, Polygons</p> <p><i>Science Objectives:</i> <i>Matter</i> Properties of Matter, States of Matter, Measuring Matter</p>	<p><i>Math Objectives:</i> Students will master Saxon Lessons 64-89. Topics include: Division with two-digit answers, similar and congruent figures, multiplying by multiples of ten, millimeters, collecting data with surveys, Geometric transformations, Division answers ending with zero, Mass and weight, Classifying triangles, Symmetry, Analyzing and graphing relationships, Angle Measurements, Tessellations, Sales Tax, Mixed Numbers and Fractions</p> <p><i>Science Objectives:</i> <i>Earth and Our Universe</i></p>	<p><i>Math Objectives:</i> Students will master Saxon Lessons 90-100. Topics include: Multiplying two-digit numbers, investigating fractions with manipulatives, Decimal place value, Classifying quadrilaterals, Averages, Mean, Median, Range, Mode, Geometric Solids, Constructing prisms, Constructing pyramids, Probability</p> <p><i>Science Objectives:</i> <i>Energy and its Forms</i> Energy and its forms, Changing forms of energy, Waves, Light, Reflection, reflection, and absorption of light, Behavior of light upon striking objects that are</p>

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	Use US and Metric units <i>Plants</i> Classifications of plants Functions of plant structures, Life cycles of various plants	organisms, Producers, consumers, decomposers, Food chains and webs, Adaptations of plants and animals, Extinction of species, Impacts of natural events and human activities on the environment		Stars, The solar system, Earth's movements: rotation and revolution, The moon, Galileo <i>Earth and Weather</i> The water cycle, Weather and climate, Tools for measuring weather, Layers of the Earth, Rocks and minerals, Formations of rocks, Classifications of rocks, Formation of fossils, Soil, Landforms, Weathering and erosion, Human uses for Earth materials	transparent, translucent, and opaque, Heat and light, Sound, Vibrations and sound, Vibrations and pitch, Electrical Energy, Electrical Engineers
Sample Resources	Pearson Interactive Science Grade 3, Saxon Math Intermediate 4, Scholastic, BrainPOPjr.com, plant classification displays	Pearson Interactive Science Grade 3, Saxon Math Intermediate 4, Scholastic, BrainPOPjr.com, supplies for animal scavenger hunts and labs	Pearson Interactive Science Grade 3, Saxon Math Intermediate 4, Scholastic, BrainPOPjr.com, supplies for labs	Pearson Interactive Science Grade 3, Saxon Math Intermediate 4, Scholastic, BrainPOPjr.com, supplies for labs	Pearson Interactive Science Grade 3, Saxon Math Intermediate 4, Scholastic, BrainPOPjr.com, supplies for labs, Fractions Manipulatives
Assessments	BASIS.ed Baseline Exam (first 6 weeks), AIMSweb (ongoing) Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Data Collection & Bar Graph, Plant Classification quiz	AIMSweb (ongoing) Chapter Tests for <i>Interactive Science</i> (ongoing), Saxon Math Tests (ongoing), Amphibians, Reptiles, and Mammals Scavenger Hunts, Life Cycle Flow	BASIS.ed Benchmark Exam (January), ISA (February), AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Building Snowflakes Lab,	PARCC (April-May), AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Writing equivalent expressions activity, Geometric	BASIS.ed Benchmark Exam (May), AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Light Absorption Lab, Transparent, Translucent,

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
		Chart, The Food Chain Lab, Missing Sides for Perimeter and Area Group Activity	Equivalent Expressions Activity, Polygons Activity	transformations activity, Mae Jemison Report, Comet Fact Sheet, Soils activity, Earth Minerals Study Guide, 3-D Shape activity,	and Opaque Quiz/Lab, 3-D Fractions activity
DC Standards in focus	Common Core Math: CCSS.MATH.CONTENT.3.NF.A.2.A, CCSS.MATH.CONTENT.3.NF.A.2.B, <u>CCSS.MATH.CONTENT.3.G.A.2,</u> CCSS.MATH.CONTENT.3.G.A.1 Next Gen Science: 3-LS1-1, 3-LS3-2, 3-LS2-1	Common Core Math: CCSS.MATH.CONTENT.3.NBT.A.3, <u>CCSS.MATH.CONTENT.3.OA.B.5,</u> <u>CCSS.MATH.CONTENT.3.OA.D.8,</u> <u>CCSS.MATH.CONTENT.3.OA.D.9</u> Next Gen Science: 3-LS3-1, 3-LS4-3, 3-LS4-4	Common Core Math: <u>CCSS.MATH.CONTENT.3.NBT.A.1,</u> <u>CCSS.MATH.CONTENT.3.NF.A.1,</u> <u>CCSS.MATH.CONTENT.3.NF.A.2,</u> <u>CCSS.MATH.CONTENT.3.MD.D.8,</u> <u>CCSS.MATH.CONTENT.3.MD.C.6</u> CCSS.MATH.CONTENT.3.OA.D.8 Next Gen Science: MS-PS1-1, MS-PS1-3, MS-PS1-4,	Common Core Math: <u>CCSS.MATH.CONTENT.3.NBT.A.3,</u> <u>CCSS.MATH.CONTENT.3.NF.A.3.D,</u> <u>CCSS.MATH.CONTENT.3.MD.A.2,</u> <u>CCSS.MATH.CONTENT.3.MD.C.7</u> Next Gen Science: 3-ESS2-1, 3-ESS2-2, 3-ESS3-1	Common Core Math: <u>CCSS.MATH.CONTENT.3.NF.A.3.B,</u> <u>CCSS.MATH.CONTENT.3.NF.A.3.C,</u> <u>CCSS.MATH.CONTENT.3.NF.A.3.A,</u> Next Gen Science: 3-5-ETS1-1, 3-3-ETS1-2, 3-5-ETS1-3

BASIS DC Primary Curriculum Map, Yearlong Template: Math & Science, Grade 2

This course is a combination Math & Science Course that meets for 85 minutes per day. As the Saxon Math curriculum spirals topics and assesses students in a cumulative fashion, math topics are woven into the science units, and the math lessons are done in the order designed by Saxon. As such, teachers submit "unit" plans per grading period (of which there are five in the primary grades at BDC). Each Grading Period "unit" might have multiple mini-units within it. **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for math and one for science; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<i>Math Objectives:</i> Saxon Math Lessons 1-26. Topics include: Telling and showing time, Time-elapsed problems, Bar graphs, Identifying a addends and missed addends, Measuring and drawing line segments to the nearest inch, Drawing congruent line segments, Properties of a rectangle, Identifying even and odd numbers, Using logical reasoning, Design with pattern blocks, Identifying congruent shapes, Properties of a rhombus, Value sets of coins, Mental computations by adding or subtracting 10, Identifying and shading fractions, Rounding numbers, Reading a thermometer, Polygons	<i>Math Objectives:</i> Saxon Math Lessons 27-38 Topics include: Reading and writing numbers to 1000, Writing money amounts, Using guess and check to solve problems, Collecting data, Tallying, Ordering three digit numbers, Listing combinations, counting quarters, Identifying equivalent fractions, Writing story problems, Adding three or more single-digit numbers <i>Science Objectives:</i> <i>Growing and Changing</i> Life cycle of insects, life cycles of mammals, life cycles of other organisms, Functions of body parts, Functions and characteristics of body systems, Breakdown and	<i>Math Objectives:</i> Saxon Math Lessons 39-50 Topics include: Telling and showing time in 5-minute intervals, Drawing a picture to solve a problem, Naming line segments, Conducting a survey, Identifying factors and products, Identifying and marking Scalene, Isosceles, and Equilateral triangles, Estimating and finding the capacity of containers, Ordering containers by capacity, Estimating a reasonable temperature, Using comparison symbols, Finding perimeter, Making a shape for a given perimeter <i>Science Objectives:</i> <i>Earth's Materials</i>	<i>Math Objectives:</i> Saxon Math Lessons 51-77 Topics include: Constructing a number line, Adding two-digit numbers using the addition algorithm, Multiplying by 7, Drawing a bar graph using a scale of 10, Identifying quotients, Reading a recipe, Solving a problem by making it simpler, "Equal Groups" stories, Symmetry, Squaring numbers, Identifying perfect squares, Finding the area of a square, Following a Recipe, Determining elapsed time, Looking for a pattern to solve a problem, Making a table to solve a problem, Drawing and reading a line graph, Rounding numbers to the	<i>Math Objectives:</i> Saxon Math Lessons 78-100. Topics include: Writing money amounts using fractions and decimals, Writing checks, Selecting coins for a given amount, Drawing a picture to solve a problem, Finding square roots of perfect squares, Finding length of the side of a square given the area, Making and drawing arrays, Identifying the Commutative Property of multiplication, Reading and showing the temperature on the Celsius scale, Writing number sentences for arrays, Solving area problems, Estimating and finding the area of a

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	<p><i>Science Objectives:</i> <i>The Nature of Science</i> Using tools, Safety while using tools, Inquiry, Formulating questions, Guided investigations, Predicting results, Classify, Compare, Contrast, The Scientific Method, Organize data using graphs, tables, and journals, Compare results to predictions, Communicating results to others, Science-related careers</p> <p><i>Plants and Animals</i> Vertebrates & Invertebrates, Animal needs, Animal structures that serve different functions (e.g., sensory, defense, locomotion), Plant needs, plant parts, Habitats, Food chains, Fossils</p>	absorption of food, Exchange of oxygen and carbon dioxide, Circulatory system, Body subsystems, Parts working independently, cells	Natural Resources, Rocks and Minerals, Soil, Land and Water, Protecting Natural Resources	nearest hundred, using pattern blocks for problems with fractions, Identifying ordinal position, Reading and writing Roman Numerals <i>Science Objectives:</i> <i>The Solar System</i> The Sun, the stars, the solar system, the Moon <i>Matter</i> Properties of matter, Solids, Liquids, Gases, Changes in matter, Demonstrate that water can exist as a gas, a liquid, and a solid	rectangle, Using fraction strips, Comparing and ordering fractions, Subtracting across zero, Showing measurement data on a line plot, Identifying parallel lines and line segments, Identifying the properties of quadrilaterals <i>Science Objectives:</i> <i>Weather</i> Clouds: cumulus, stratus, cirrus, The water cycle, Describing weather, Measuring weather, Measure and record weather conditions (eg, temperature, precipitation), Weather changes (relationships between clouds, temperature, and weather patterns), Staying safe in severe weather <i>Energy, Motion & Force</i> Types of energy, Sound, Motion and force, Magnets, Gravity

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Sample Resources	Pearson Interactive Science Grade 2, Saxon Math 3, BrainPOPjr.com, pattern blocks (sheets and manipulatives), supplies for School Store Activity, Immersible thermometer	Pearson Interactive Science Grade 2, Saxon Math 3, BrainPOPjr.com , pattern blocks, Tangrams, Fake dollar bills and coins set	Pearson Interactive Science Grade 2, Saxon Math 3, BrainPOPjr.com , pattern blocks, supplies for scavenger hunts, 3-D Shape supplies	Pearson Interactive Science Grade 2, Saxon Math 3, BrainPOPjr.com, pattern blocks, Teacher's Number Line	Pearson Interactive Science Grade 2, Saxon Math 3, BrainPOPjr.com , Fake dollar bills and coins set
Assessments	AIMSweb (ongoing) Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Scientific Method Flipbook, Science Journal (ongoing), School Store Activity, "Some, Some More, and Some Went Away" Stories	AIMSweb (ongoing) Chapter Tests for <i>Interactive Science</i> (ongoing), Saxon Math Tests (ongoing), Animal Adaptation Poster, Science Journal (ongoing), Human Body Systems Group Project	AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Science Journal (ongoing), Natural Resources Scavenger Hunt	AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Fraction Pattern Block Activity, Planets quiz, Properties of Matter Lab, Science Journal (ongoing), Acting Out, Drawing Pictures, and Writing Number Sentences for "Equal Groups" Stories	AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Weather journal, Weather Changes Quiz, Science Journal(ongoing), Static Balloon Lab

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
DC Standards in focus	<p>Common Core Math: CCSS.MATH.CONTENT.2.MD.C.7, CCSS.MATH.CONTENT.2.MD.C.8, CCSS.MATH.CONTENT.2.MD.D.9, CCSS.MATH.CONTENT.2.OA.B.2 CCSS.MATH.CONTENT.2.OA.A.1</p> <p>Next Gen Science: 2-LS2-1, 2-LS2-2, 2-LS2-3</p>	<p>Common Core Math: CCSS.MATH.CONTENT.2.MD.A.3, CCSS.MATH.CONTENT.2.NBT.A.2, CCSS.MATH.CONTENT.2.NBT.A.3, CCSS.MATH.CONTENT.2.NBT.B.5</p> <p>Next Gen Science: 2-LS4-1</p>	<p>Common Core Math: CCSS.MATH.CONTENT.2.MD.C.7, CCSS.MATH.CONTENT.2.OA.C.3</p> <p>Next Gen Science: 2-ESS1-1, 2-ESS2-1, 2-ESS2-3</p>	<p>Common Core Math: CCSS.MATH.CONTENT.2.NBT.B.8, CCSS.MATH.CONTENT.2.NBT.A.1B, CCSS.MATH.CONTENT.2.NBT.A.1A</p> <p>Next Gen Science: 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4</p>	<p>Common Core Math: CCSS.MATH.CONTENT.2.MD.C.8, CCSS.MATH.CONTENT.2.MD.A.1, CCSS.MATH.CONTENT.2.MD.D.10, CCSS.MATH.CONTENT.2.MD.A.3</p> <p>Next Gen Science: 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, K-2-ETS1-1</p>

BASIS DC Primary Curriculum Map, Yearlong Template: Math & Science, Grade 1

This course is a combination Math & Science Course that meets for 85 minutes per day. As the Saxon Math curriculum spirals topics and assesses students in a cumulative fashion, math topics are woven into the science units, and the math lessons are done in the order designed by Saxon. As such, teachers submit "unit" plans per grading period (of which there are five in the primary grades at BDC). Each Grading Period "unit" might have multiple mini-units within it. **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for math and one for science; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<i>Math Objectives:</i> Students will master Saxon Lessons 1-27. Topics include: Identifying and writing numbers to 100, Identifying one more and one less than a number, Identifying and Acting out "Some, Some More" Stories, Understanding subtraction as a missing addend problem, Identifying and acting out "Some, Some Went Away" Stories, Identifying Ordinal Position to twelfth, Covering a design using pattern blocks, Identifying even and odd numbers Identifying days in the calendar, Reading and creating pictographs, Identifying Polygons, Addition practice, Subtraction practice,	<i>Math Objectives:</i> Students will master Saxon Math Lessons 28-41. Topics include: Counting Coins, Writing addition and subtraction fact families, Tallying, Skip-counting by 5 and 10, Identifying horizontal, vertical, and oblique lines, Using fraction notation, Dividing a whole into halves, fourths, and eighths, Multiples of 10, Finding missing numbers on the Hundred Number Chart, Identifying pairs, Identifying parts of a whole, Measuring with one-inch color tiles, Making an organized list to solve a problem, Dividing a set of objects into two <i>Science Objectives:</i>	<i>Math Objectives:</i> Students will master Saxon Math Lessons 42-64. Topics include: Measuring to the nearest inch, Showing measurement data on a line plot, Identifying measuring cups and spoons, Reading a recipe, Creating and reading a Venn Diagram, Identifying a line of symmetry, Creating a symmetrical design, Adding two-digit numbers using coins, Using addition and subtraction to solve measurement problems, drawing a number line, Making polygons on a geoboard, Identifying the associative property of addition, Identifying the angles of a polygon,	<i>Math Objectives:</i> Students will master Saxon Math Lessons 65-80. Topics include: Identifying times of day, Reading a thermometer, Solving a problem by guessing and checking, Identifying and creating overlapping geometric shapes, Representing numbers with base ten blocks, Identifying gallon, half-gallon, quart and liter containers, estimating and finding the capacity of containers, Identifying the Place Value of a digit in three-digit numbers, Drawing a picture to solve a problem, Cutting a geometric shape apart and making a new shape, Representing three-digit numbers pictorially	<i>Math Objectives:</i> Students will master Saxon Math Lessons 81-101. Topics include: Using comparison symbols, Covering designs with tangram pieces, subtracting 5 facts, writing a number in expanded form, subtracting two-digit numbers using money, Multiplying by 10, Rounding to the nearest 10, Estimating and counting large collections, Finding one half of a set with an even number or an odd number, Measuring using feet and inches, Looking for a pattern to solve a problem, Finding the area

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	<p>Dividing Shapes, Identifying and sorting common geometric shapes, Telling and showing time to the half hour, Creating a color pattern</p> <p><i>Science Objectives:</i> Inquiry, Ask questions based on experiences with objects, organisms, and events in the environment, Skills that scientists use, Compare and classify, Tools that scientists use, Recording, collecting, and presenting data, Predicting the results of investigations, The Scientific Method, Participate in guided investigations, Compare results of investigations to predictions, Communicate the results of an investigation to others</p>	<p><i>Living Things and Their Environments</i> Needs of living things, Land Environments, Identify some plants and animals that exist in the DC environment, Water environments, Interdependency of plants and animals within an environment, Extinct plants and animals, Living vs. Nonliving things, Characteristics of living things: growth and development, reproduction, and response to stimulus</p> <p><i>Plants and Animals</i> Plant and animal groups, Compare observable features: movement, protection, respiration, and support, Parts of plants, Plant life cycles, Identify stages of human life, Similarities and differences between animals and their parents, Comparing groups of living things</p>	<p>Looking for a pattern to solve a problem, Identifying and creating congruent shapes, Adding two-digit numbers with regrouping</p> <p><i>Science Objectives:</i> <i>Earth and Sky</i> Rocks and Soil, Compare color, texture, and capacity to retain water, Identify common uses of Earth materials, Slow and fast land changes, Natural Resources (air, water, soil, trees, and wildlife as natural resources, The sun as the natural source of heat and light on Earth, Day and Night, Describe observable changes that occur in the sky, Compare celestial objects and transient objects in the sky, The solar system/planets</p>	<p><i>Science Objectives:</i> <i>Matter</i> Classify objects by shape, texture, color, and weight, Solids, liquids, and gases, Changes in Matter, Mixtures</p> <p><i>Weather</i> How Weather affects daily activities, The Water Cycle, Characteristics of seasonal weather patterns: temperature, types of precipitation, wind, Measuring weather, The four seasons</p>	<p>of shapes using pattern blocks, Geometric solids</p> <p><i>Science Objectives:</i> <i>Energy</i> Ways humans use energy, Heat, Light, Sound</p> <p><i>Movement</i> Ways objects can move, Forces, Magnets, Gravity</p>

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Sample Resources	Saxon Math Grade 2, Pearson Interactive Science Grade 1, Select videos from “The Magic School Bus,” brainpopjr.com, Base Ten Blocks, Large-Faced Clocks, Pattern Blocks, 3-D Shapes	Saxon Math Grade 2, Pearson Interactive Science Grade 1, Select videos from “The Magic School Bus,” brainpopjr.com, Tens and Ones Work Mat, Table Calendars, Color Tiles, Geometric Shape Pieces	Saxon Math Grade 2, Pearson Interactive Science Grade 1, Select videos from “The Magic School Bus,” brainpopjr.com, Fake coin sets, Geoboards, Selection of recipes, Graph chart paper	Saxon Math Grade 2, Pearson Interactive Science Grade 1, Select videos from “The Magic School Bus,” brainpopjr.com, Colored card stock, Base-ten blocks, Immersible thermometers	Saxon Math Grade 2, Pearson Interactive Science Grade 1, Select videos from “The Magic School Bus,” brainpopjr.com, Supplies for Activities, Pattern blocks
Assessments	AIMSweb (ongoing) Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Safety Scenario Activity, “Ask a Scientist” Activity	AIMSweb (ongoing) Chapter Tests for <i>Interactive Science</i> (ongoing), Saxon Math Tests (ongoing), Minecraft Addition Activity, Habitat Flip book	AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Soil and Sand Group Activity, Matter Classification Activity, Symmetrical Design Activity	AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Cloud Flip Book, Water Cycle Research Project	AIMSweb (ongoing), Chapter Tests for Interactive Science (ongoing), Saxon Math Tests (ongoing), Vibration Experiment Activity, Paper Plate Raceway Magnet Group Activity,
DC Standards in focus	Common Core Math: CCSS.MATH.CONTENT.1.OA.A.1 CCSS.MATH.CONTENT.1.OA.C.5 CCSS.MATH.CONTENT.1.MD.B.3 CCSS.MATH.CONTENT.1.OA.B.4 Next Gen Science: K-2-ETS1-1, K-2-ETS1-1	Common Core Math: CCSS.MATH.CONTENT.1.OA.A.2 CCSS.MATH.CONTENT.1.OA.C.6 CCSS.MATH.CONTENT.1.NBT.B.2.C CCSS.MATH.CONTENT.1.G.A.3 Next Gen Science: 1-LS1-1, 1-LS1-2, 1-LS3-1	Common Core Math: CCSS.MATH.CONTENT.1.OA.B.3 CCSS.MATH.CONTENT.1.NBT.B.2 CCSS.MATH.CONTENT.1.MD.C.4 Next Gen Science: 1-ESS1-1, 1-ESS1-2	Common Core Math: CCSS.MATH.CONTENT.1.OA.D.7 CCSS.MATH.CONTENT.1.NBT.B.2.A CCSS.MATH.CONTENT.1.NBT.C.4 CCSS.MATH.CONTENT.1.G.A.2 Next Gen Science: 1-ESS1-1, 1-ESS1-2	Common Core Math: CCSS.MATH.CONTENT.1.OA.D.8 CCSS.MATH.CONTENT.1.NBT.B.2.B CCSS.MATH.CONTENT.1.NBT.B.3 Next Gen Science: 1-PS4-1, 1-PS4-2, 1-PS4-3, 1-PS4-4

BASIS DC Primary Curriculum Map, Yearlong Template: Math Foundations

This course is taught for 60 minutes per day. In Kindergarten at BASIS.ed-managed schools, students master the material from Saxon Math K and Saxon Math 1, and use Saxon Math 1 as the primary instructional resource. As the Saxon Math curriculum spirals topics and assesses students in a cumulative fashion, the math lessons are done in the order designed by Saxon. As such, teachers submit "unit" plans per grading period (of which there are five in the primary grades at BDC). **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.** This spiraling and the co-teaching model at BASIS DC Primary help students successfully master material on this accelerated timeline.

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Students will develop a “math mindset” from Saxon Math (including concepts from Saxon K in the beginning of the year, and using Saxon 1 for the majority of the year). This mindset is a combination of routines, key understandings, and new skills that students develop from, in part, the structure, function, and content of Morning Meetings, the emphasis on problem-solving, and the importance of number-sense in daily life and activities.	Objectives: Specific topics from Saxon K and Saxon 1 that students will master include: Reading, counting, and writing numbers (one, two, and three-digit numbers), Counting by 2s, 5s, 10s, and 100s, even numbers, and odd numbers, Place Value, Quantity Discrimination, Calendar, Patterns, Money, Weather, Temperature, Problem-solving steps, Understanding a Problem, Planning Steps to Solving a Problem, Check understanding of a problem, Making an	Objectives: Sorting, Recording, Counting, Word Problems, Drawing addition problems, Drawing subtraction problems, Writing word problems, Addition of three whole numbers less than 30, Using a table, Using a number line, Money, Coin amounts, Counting Coins, Trading coins, Money symbols, Dollar bill increments, Buying items using specific coins or dollar bills, Combinations of coins, Using bills and coins, Days of the week and month, Writing the date in digits and in words, Time of the day,	Objectives: Graphing, Placing an object on a graph, Reading pictographs, Creating pictographs, Reading bar graphs, Creating bar graphs, Writing Observations, Least to Greatest, Comparing Smallest to Largest, Container Capacity, Ordering—Length, Length—Comparing, Geometry, Two-dimensional shapes, Angles, Shape parts—Identity, Three dimensional shapes, Congruent shapes, Geoboards, Pattern Blocks, Combining shapes to make new ones	Objectives: Backwards counting by 20, Tally marks, Dozens, Missing numbers, Locate numbers on a hundreds chart, Discrimination (greater than/less than/equal to), Rounding, Probability, Scientific notation, Money amounts, Money symbols, Fractions of a dollar, Addition and subtraction using combinations of coins, Addition fact families, Subtraction fact families, Adding three single-digit numbers, Multiples of 10	Objectives: Standard units, Cup, Quart, Gallon, Liter, Inch, Foot, Centimeter, Degrees, Pounds, Grams, Measuring Tools, Balance, Ruler, Thermometer, Line segments, Nearest inch/centimeter, Fractions (whole, half, quarter), Fractions of shapes, Nonstandard units of measurement, Length, Weight, Volume, Area, Temperature, Cold, Cool, Warm, Hot, Comparing Units

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	organized list, Acting it out, Logical Reasoning, Guess and Check, Looking for a pattern	Morning, afternoon and evening, Telling time to the hour and half hour, Analog and digital clocks			
Sample Resources	Saxon Math K, Saxon Math Grade 1, Saxon Math Manipulative Kits, Pattern Blocks, Large-Faced Clocks, 3-D Shapes, Chart-size Graph Paper, brainpopjr.com, Base-ten Blocks, Fake coin sets, Oversized table calendars	Saxon Math K, Saxon Math Grade 1, Saxon Math Manipulative Kits, Pattern Blocks, Large-Faced Clocks, 3-D Shapes, Chart-size Graph Paper, brainpopjr.com, Base-ten Blocks, Fake coin sets, Oversized table calendars	Saxon Math K, Saxon Math Grade 1, Saxon Math Manipulative Kits, Pattern Blocks, Large-Faced Clocks, 3-D Shapes, Chart-size Graph Paper, brainpopjr.com, Base-ten Blocks, Fake coin sets, Oversized table calendars	Saxon Math K, Saxon Math Grade 1, Saxon Math Manipulative Kits, Pattern Blocks, Large-Faced Clocks, 3-D Shapes, Chart-size Graph Paper, brainpopjr.com, Base-ten Blocks, Fake coin sets, Oversized table calendars	Saxon Math K, Saxon Math Grade 1, Saxon Math Manipulative Kits, Pattern Blocks, Large-Faced Clocks, 3-D Shapes, Chart-size Graph Paper, brainpopjr.com, Base-ten Blocks, Fake coin sets, Oversized table calendars
Assessments	AIMSweb (ongoing), Saxon Math Tests (ongoing), Patterns Group Activity, Writing Numbers Assignment, Times of the Day Activity	AIMSweb (ongoing), Saxon Math Tests (ongoing), Addition Assignment, Place Value Assignment, Measuring Activity	AIMSweb (ongoing), Saxon Math Tests (ongoing), Bar Graph Assignment, Shape Identification Assignment	AIMSweb (ongoing), Saxon Math Tests (ongoing), Graph Paper Symmetry Assignment, Block Coloring Assignment	AIMSweb (ongoing), Saxon Math Tests (ongoing), Word Problem Assignment, School Store Group Activity, Fractions Assignment
DC Standards in focus	Common Core Math: CCSS.MATH.CONTENT.K.CC.A.1, CCSS.MATH.CONTENT.K.CC.A.2, CCSS.MATH.CONTENT.K.CC.B.4,	Common Core Math: CCSS.MATH.CONTENT.K.OA.A.3, CCSS.MATH.CONTENT.K.OA.A.2, CCSS.MATH.CONTENT.K.NBT.A.1, CCSS.MATH.CONTENT.K.OA.A.2,	Common Core Math: CCSS.MATH.CONTENT.K.OA.A.5, CCSS.MATH.CONTENT.K.G.A.1, CCSS.MATH.CONTENT.K.G.A.2, CCSS.MATH.CONTENT.K.G.A.3	Common Core Math: CCSS.MATH.CONTENT.K.CC.A.3, CCSS.MATH.CONTENT.K.CC.C.6, CCSS.MATH.CONTENT.K.OA.A.4, CCSS.MATH.CONTENT.K.OA.A.1	Common Core Math: CCSS.MATH.CONTENT.K.MD.A.2, CCSS.MATH.CONTENT.K.MD.B.3

BASIS DC Primary Curriculum Map, Yearlong Template: 4th Grade Humanities

This course is a combination English Language Arts and Social Studies Course that meets for 85 minutes per day. This map is organized by grading period (of which there are five in the primary grades at BDC). **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for history/social studies (which often provides the general focus of the ELA components), reading, and writing; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading Concepts/Skills:</i> Reading Process – Clarifying Genre Review <i>Writing Concepts/Skills:</i> Writing Conventions Review Writing - Informational Texts Nouns and Pronouns Review <i>Social Studies Concepts/Skills:</i> Review of Archaeology and the Study of Prehistoric People "Artifacts" of today Primary and Secondary Sources Citing Sources	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading Concepts/Skills:</i> Reading Comprehension - Complete, Correct Answers Story Elements AND Summary Main Idea and Supporting Details Summarize/Nonfiction Character Traits Theme <i>Writing Concepts/Skills:</i> Commas and Quotation Marks Verbs Writing - Narrative Editing and Peer Editing <i>Social Studies Concepts/Skills:</i>	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading Concepts/Skills:</i> Figurative Language Point of View <i>Writing Concepts/Skills:</i> Types of Sentences Prepositional Phrases Writing - Compare and Contrast Idioms Adjectives Writing - Opinions <i>Social Studies Concepts/Skills:</i> Local Geography Local, State, Regional History (DC) Compare and Contrast Geography of North and	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading Concepts/Skills:</i> Structure/Organization Text and Graphic Features Writing - Functional Texts Compare and Contrast Stories in the same Genre <i>Writing Concepts/Skills:</i> Cause and Effect Review Frequently Confused Homophones Relative Pronouns and Adverbs <i>Social Studies Concepts/Skills:</i> Europe in the 18 th -19 th centuries Colonialism and Nation-Building	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading Concepts/Skills:</i> Compare Text to a Visual Representation <i>Writing Concepts/Skills:</i> Compare/Contrast Primary Sources Cause and Effect Review <i>Social Studies Concepts/Skills:</i> The Great Depression World War II Vocabulary

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	Geography, Natural Disasters	Geography of Africa and the Middle East The Medieval Era Age of Exploration	South America	Maritime Wars Alliances	
Sample Resources	Easy Grammar Grade 5 Mansa Musa and the Empire of Mali, by P. James Oliver	Easy Grammar Grade 5 The Tale of Despereaux, by Kate DiCamillo Medieval Times, by Frank Edgar, Ph.D., and George Lee	Easy Grammar Grade 5 The Sign of the Beaver, by Elizabeth George Speare	Easy Grammar Grade 5 Bridge to Terabithia, by Katherine Paterson	Easy Grammar Grade 5 Number the Stars, by Lois Lowry
Assessments	BASIS.ed Baseline Exam (first 6 weeks), AIMSweb (ongoing), social studies unit tests (ongoing), Expository Essay	AIMSweb (ongoing), social studies unit tests (ongoing), Narrative Assignment, Elements of Story Analysis Assignment	BASIS.ed Benchmark Exam (January), ISA (February), AIMSweb (ongoing), social studies unit tests (ongoing), Compare/Contrast Essay	PARCC (April-May), AIMSweb (ongoing), social studies unit tests (ongoing), Cause and Effect Essay	BASIS.ed Benchmark Exam (May), AIMSweb (ongoing), social studies unit tests (ongoing), Research Project
DC Standards	Review of DC Social Studies Standards through Grade 3 CCSS.ELA-LITERACY.W.4.2 CCSS.ELA-LITERACY.RI.4.3 CCSS.ELA-LITERACY.RF.4.3	DC Social Studies Standards 4.3 DC Social Studies Standards 4.4 DC Social Studies Standards 4.5 CCSS.ELA-LITERACY.W.4.3 CCSS.ELA-LITERACY.W.4.9 CCSS.ELA-LITERACY.RL.4.1	DC Social Studies Standards 4.4 CCSS.ELA-LITERACY.W.4.1 CCSS.ELA-LITERACY.RI.4.7 CCSS.ELA-LITERACY.RF.4.4 CCSS.ELA-LITERACY.L.4.3 CCSS.ELA-LITERACY.L.4.5.B	DC Social Studies Standards 4.4 DC Social Studies Standards 4.6 DC Social Studies Standards 4.7 DC Social Studies Standards 4.8 CCSS.ELA-LITERACY.W.4.4 CCSS.ELA-LITERACY.RL.4.5	CCSS.ELA-LITERACY.W.4.2 CCSS.ELA-LITERACY.W.4.7 CCSS.ELA-LITERACY.W.4.10 CCSS.ELA-LITERACY.RI.4.3 CCSS.ELA-LITERACY.RI.4.10 CCSS.ELA-LITERACY.RI.4.7 CCSS.ELA-LITERACY.L.4.4

BASIS DC Primary Curriculum Map, Yearlong Template: 3rd Grade Humanities

This course is a combination English Language Arts and Social Studies Course that meets for 85 minutes per day. This map is organized by grading period (of which there are five in the primary grades at BDC). **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for history/social studies (which often provides the general focus of the ELA components), reading, and writing; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Reading Process - Clarifying Reading Comprehension - Complete, Correct Answers Genre (Basic)</p> <p><i>Writing Concepts/Skills:</i> Writing Informational Texts Writing Conventions Nouns Plural Nouns</p> <p><i>Social Studies Concepts/Skills:</i> Maps and Globes Ancient Greece Geography of the Mediterranean Region and Europe</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Summarize/Retelling Stories Text and Graphic Features Main Idea and Supporting Details Dictionary Skills</p> <p><i>Writing Concepts/Skills:</i> Writing a Summary Writing a Narrative Writing - Peer Editing Verbs</p> <p><i>Social Studies Concepts/Skills:</i> Middle East Geography Ancient Rome Silk Road</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Compare and Contrast Character Traits Figurative Language</p> <p><i>Writing Concepts/Skills:</i> Easily Confused Homophones Simple Verb Tenses Spelling Patterns – Adding Endings Writing - Opinions Pronouns Commas and Quotation Marks</p> <p><i>Social Studies Concepts/Skills:</i> Mongol Empire Geography of Asia</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Genre (Extensive) Reading Comprehension - Analysis of Question Type Point of View</p> <p><i>Writing Concepts/Skills:</i> Compound and Complex Sentences Possessive Nouns</p> <p><i>Social Studies Concepts/Skills:</i> Geography of South America Inca, Aztecs, Maya The Civil War Geography of North America Local geography</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Reading Comprehension (Review) Vocabulary</p> <p><i>Writing Concepts/Skills:</i> Adjectives and Adverbs Kinds of Sentences Writing Compare and Contrast Essays Functional Writing Subject - Verb Agreement Writing - Research Report</p> <p><i>Social Studies Concepts/Skills:</i> Civil Rights Movement Geography of North America Immigration Local/state government</p>

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Sample Resources	Easy Grammar: Grade 4 Student Workbook The Lightning Thief Greek and Roman Civilizations, Greek Myth Plays, National Geographic Greece, Journeys Common Core Reading Textbook (Grade 4), Expository Writing Prompts Journal	Easy Grammar: Grade 4 Student Workbook, Journeys Common Core Reading Textbook (Grade 4), National Geographic Reading Expeditions: Civilizations Past to Present Series, Rome	Easy Grammar: Grade 4 Student Workbook, Journeys Common Core Reading Textbook (Grade 4), Reading Expeditions: Civilizations Past to Present Series,	Easy Grammar: Grade 4 Student Workbook, Journeys Common Core Reading Textbook (Grade 4), Mayan, Incan, and Aztec Civilizations Ancient Economies (compare/contrast to today's economies)	Easy Grammar: Grade 4 Student Workbook, Journeys Common Core Reading Textbook (Grade 4), The Lion, the Witch, and the Wardrobe (The Chronicles of Narnia),
Assessments	BASIS.ed Baseline Exam (first 6 weeks), AIMSweb (ongoing), World Map Quiz, Mythology and Philosophy quiz Ancient Rome Forensic Investigation Assignment	AIMSweb (ongoing), Narrative writing assignment, National Geographic summary assignments, Ancient Rome Tri-fold informational pamphlet	BASIS.ed Benchmark Exam (January), ISA (February), AIMSweb (ongoing), Genghis Khan research project Review of	PARCC (April-May), AIMSweb (ongoing), Genre writing assignment about the day in the life of an ancient Mayan, Civil War quiz	BASIS.ed Benchmark Exam (May), AIMSweb (ongoing), annotated reading journal, compare/contrast essay
DC Standards in focus	CCSS.ELA-LITERACY.RL.3.2 CCSS.ELA-LITERACY.RF.3.3 CCSS.ELA-LITERACY.RI.3.8 Review of DC Social Studies Kindergarten through Grade 2 Historical and Social Sciences Analysis Skills	CCSS.ELA-LITERACY.W.3.2 CCSS.ELA-LITERACY.W.3.3 CCSS.ELA-LITERACY.RI.3.9 Review of DC Social Studies Kindergarten through Grade 2 Historical and Social Sciences Analysis Skills	CCSS.ELA-LITERACY.W.3.2 CCSS.ELA-LITERACY.RL.3.4 CCSS.ELA-LITERACY.RF.3.4 DC Social Studies 4.1	CCSS.ELA-LITERACY.RI.3.3 CCSS.ELA-LITERACY.W.3.3 CCSS.ELA-LITERACY.RL.3.7 DC Social Studies 3.1 DC Social Studies 3.3 DC Social Studies 4.2	CCSS.ELA-LITERACY.W.3.4 CCSS.ELA-LITERACY.RL.3.5 CCSS.ELA-LITERACY.RI.3.9 CCSS.ELA-LITERACY.RI.3.10 DC Social Studies 3.2

BASIS DC Primary Curriculum Map, Yearlong Template: 2nd Grade Humanities

This course is a combination English Language Arts and History Course that meets for 85 minutes per day. This map is organized by grading period (of which there are five in the primary grades at BDC). **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for history/social studies (which often provides the general focus of the ELA components), reading, and writing; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading and Phonics Concepts/Skills:</i> Dictionary Use Summary Story Structure Infer and Predict Compare and Contrast Short & Long Vowels Trigraphs Suffixes The v'/cv Pattern Final, Stable Syllable <i>Writing Concepts/Skills:</i> Forming Plural Nouns Parts of a Sentence Kinds of a Sentence, Conjunctions Common/ Proper Nouns Personal Narrative <i>Social Studies Concepts/Skills:</i> Ancient China	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading and Phonics Concepts/Skills:</i> Topic Sentences Questioning Sequence of Events Visualizing Cause and Effect Digraphs Diphthongs Consonant Patterns <i>Writing Concepts/Skills:</i> Irregular Plural Nouns Pronouns Contractions Forming Possessive Nouns and Pronouns Subject-Verb Agreement Verb Tenses Opinion Writing <i>Social Studies Concepts/Skills:</i> The American Revolution	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading and Phonics Concepts/Skills:</i> Nonfiction and Procedural Text Features Main Ideas Key Details Suffixes Quadrigraphs Dropping Rule Multisyllabic Words <i>Writing Concepts/Skills:</i> Comparative & Superlative Adjectives, Articles Comma Usage (words in a series) Comma Usage (Dates, Addresses, Intro. Words) <i>Social Studies Concepts/Skills:</i>	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading and Phonics Concepts/Skills:</i> Synonyms and Antonyms Final, Stable Syllable Prefixes French Endings Suffixes Homonyms <i>Writing Concepts/Skills:</i> Comma Usage (letters) Quotation Marks Word Usage (Can and May) Abbreviations Adverbs <i>Social Studies Concepts/Skills:</i> Civics and Government Folklore Narrative – Legends Key vocabulary	<i>Students will recognize and demonstrate the correct usage of the following:</i> <i>Reading and Phonics Concepts/Skills:</i> Changing Rule (y to i + ending) Figurative Language Rhyming Monitor and Clarify Infer and Predict <i>Writing Concepts/Skills:</i> Prepositions Poetry Writing an Autobiography Writing Process (brainstorming, drafting, revising, publishing) <i>Social Studies Concepts/Skills:</i> Local State Symbols Local History and Historical Figures

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
	Reading Aloud Geography Climate Architecture Map skills Folk tales Key vocabulary	Thirteen Colonies American geography Research skills Local (state and region) history in the colonial period Key vocabulary	The American Frontier Westward Expansion Life of a Pioneer Pioneers and Native Americans Key vocabulary		Key vocabulary
Sample Resources	Journeys Common Core Student Edition Volume 1 Grade 3, Saxon Phonics and Spelling 2 Workbook, Part 2, Supplies for Compare & Contrast Suspension Bridge Activity, Supplies for Trifold Brochure Activity	Journeys Common Core Student Edition Volume 1 Grade 3, Saxon Phonics and Spelling 2 Workbook, Part 2, Supplies for Plural Spelling Activity, Reading A to Z books	Journeys Common Core Student Edition Volume 1 Grade 3, Saxon Phonics and Spelling 2 Workbook, Part 2, Little House on the Prairie, Reading A to Z books	Journeys Common Core Student Edition Volume 1 Grade 3, Saxon Phonics and Spelling 2 Workbook, Part 2, Reading A to Z books	Journeys Common Core Student Edition Volume 1 Grade 3, Saxon Phonics and Spelling 2 Workbook, Part 2, Reading A to Z books
Assessments	AIMSweb (ongoing), Saxon (or other) Phonics assessments, (ongoing), "Small Moment" Personal Narrative, "Weekend News" writing assignment (weekly), Vocabulary Map, Character Trait Chart	AIMSweb (ongoing), "Weekend News" writing assignment (weekly), Saxon (or other) Phonics assessments, (ongoing), Opinion Paragraphs about students' favorite animal and favorite book, DBQ Assignment ("Our Founding Fathers, Hard at Work")	AIMSweb (ongoing), "Weekend News" writing assignment (weekly), Saxon (or other) Phonics assessments, (ongoing), Little House on the Prairie annotated reading journal	AIMSweb (ongoing), "Weekend News" writing assignment (weekly), Saxon (or other) Phonics assessments, (ongoing), Civics Unit Test, Family Legend writing assignment	AIMSweb (ongoing), "Weekend News" writing assignment (weekly), Saxon (or other) Phonics assessments, (ongoing), Poetry journal, Illustrated Autobiography
DC Standards in focus	CCSS.ELA-LITERACY.RF.2.3 CCSS.ELA-LITERACY.L.2.1 CCSS.ELA-LITERACY.L.2.2.E CCSS.ELA-LITERACY.RL.2.2 CCSS.ELA-LITERACY.W.2.8 DC Social Studies 2.5.2 DC Social Studies 2.1	CCSS.ELA-LITERACY.RF.2.3.F CCSS.ELA-LITERACY.L.2.4 CCSS.ELA-LITERACY.SL.2.1 CCSS.ELA-LITERACY.RI.2.3 CCSS.ELA-LITERACY.W.2.1 DC Social Studies 3.1 DC Social Studies 2.4	CCSS.ELA-LITERACY.RF.2.4 CCSS.ELA-LITERACY.L.2.1.E CCSS.ELA-LITERACY.RI.2.5 CCSS.ELA-LITERACY.RL.2.3 CCSS.ELA-LITERACY.RL.2.7 DC Social Studies 2.6 DC Social Studies 2.3.2	CCSS.ELA-LITERACY.RF.2.3.D CCSS.ELA-LITERACY.RI.2.3 CCSS.ELA-LITERACY.SL.2.4 CCSS.ELA-LITERACY.RI.2.9 CCSS.ELA-LITERACY.W.2.3 DC Social Studies 2.5.3 DC Social Studies 2.2	CCSS.ELA-LITERACY.RF.2.4 CCSS.ELA-LITERACY.L.2.2 CCSS.ELA-LITERACY.L.2.5 CCSS.ELA-LITERACY.RI.2.10 CCSS.ELA-LITERACY.RL.2.4 CCSS.ELA-LITERACY.RL.2.10 DC Social Studies 2.1.3 DC Social Studies 3.1

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
		DC Social Studies 2.3.3	DC Social Studies 2.4	DC Social Studies 2.3 DC Social Studies 2.4 DC Social Studies 3.2	

BASIS DC Primary Curriculum Map, Yearlong Template: 1st Grade Humanities

This course is a combination English Language Arts and Social Studies Course that meets for 85 minutes per day. This map is organized by grading period (of which there are five in the primary grades at BDC). **Many of the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives: Each grading period has at least one unit for history/social studies (which often provides the general focus of the ELA components), reading, and writing; these may be further divided into weeklong mini-units to focus on particular skills/concepts.	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Vowels, Long and Short Consonants Open & Closed Syllables Syllable division Sequence of Events Infer and Predict Compare and Contrast</p> <p><i>Writing Concepts/Skills:</i> End Punctuation Alphabetizing First Letter Narrative Nonfiction: Weekend News</p> <p><i>Social Studies Concepts/Skills:</i> Ancient Egypt Geography of Africa</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Digraphs Author's Purpose Summarize Visualize Dolche Sight Words</p> <p><i>Writing Concepts/Skills:</i> Procedural writing Common and Proper Nouns Adjectives Contractions</p> <p><i>Social Studies Concepts/Skills:</i> Christopher Columbus Map Skills Continents and Oceans</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Combinations R-Controlled Vowels Drawing Conclusions Text and Graphic Features Dictionary Skills Silent 'E' Rule Main Idea and Supporting Details</p> <p><i>Writing Concepts/Skills:</i> Writing Fictional Narratives with Picture Prompts Verbs</p> <p><i>Social Studies Concepts/Skills:</i> The Pilgrims and Eastern Native Americans North American Geography</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Final Stable Syllables Digraphs Ghost Letter Digraphs Abbreviations Contractions Cause and Effect Sequencing</p> <p><i>Writing Concepts/Skills:</i> American Heroes/ Informative Writing Opinion Writing Compound Words</p> <p><i>Social Studies Concepts/Skills:</i> American Government, American Heroes</p>	<p><i>Students will recognize and demonstrate the correct usage of the following:</i></p> <p><i>Reading Concepts/Skills:</i> Diphthongs Hard and Soft C Affixes Suffixes Drawing Conclusions Story Structure Genres</p> <p><i>Writing Concepts/Skills:</i> Commas and Quotation Marks Realistic Fiction Poetry</p> <p><i>Social Studies Concepts/Skills:</i> Local and State Symbols</p>

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Sample Resources	<i>Journeys Common Core Student Edition Volume 1 Grade 2, Journeys Common Core Student Edition Volume 2 Grade 2, Saxon Phonics & Spelling 2 Workbook 1, Reading A-Z book series, Brainpopjr.com: Ancient Egypt, Magic Tree House: "Mummies in the Morning,"</i>	<i>Journeys Common Core Student Edition Volume 1 Grade 2, Journeys Common Core Student Edition Volume 2 Grade 2, Saxon Phonics & Spelling 2 Workbook 1, Reading A-Z book series, Procedural Writing graphic organizer, Christopher Columbus BBC website</i>	<i>Journeys Common Core Student Edition Volume 1 Grade 2, Journeys Common Core Student Edition Volume 2 Grade 2, Saxon Phonics & Spelling 2 Workbook 1, Reading A-Z book series, "Tapenum's Day: A Wampanoag Indian Boy In Pilgrim Times," "Now and Ben" in Journeys Common Core Grade 2, the reading passage Sharks Reading A to Z book Colonial Life Houghton Mifflin Leveled Readers: Making a Newspaper, America's First Firefighters, From Trails to Highways</i>	<i>Journeys Common Core Student Edition Volume 1 Grade 2, Journeys Common Core Student Edition Volume 2 Grade 2, Saxon Phonics & Spelling 2 Workbook 1, Reading A-Z book series, OREO graphic organizer</i>	<i>Journeys Common Core Student Edition Volume 1 Grade 2, Journeys Common Core Student Edition Volume 2 Grade 2, Saxon Phonics & Spelling 2 Workbook 1, Reading A-Z book series, Mentor List by Genre, Poetry Guided Reading Packet</i>
Assessments	AIMSweb (ongoing), Illustrated and annotated map of Africa, Rubric for Guided Reading (ongoing), Weekend News Template (ongoing), Saxon (or other) Phonics Assessments (ongoing)	AIMSweb (ongoing), Rubric for Guided Reading (ongoing), Weekend News Template (ongoing), Saxon (or other) Phonics Assessments (ongoing), Common & Proper Nouns Scavenger Hunt, Noun Flipbook, Map Skills Booklet, Continents and Oceans Map Label Quiz	AIMSweb (ongoing), Rubric for Guided Reading (ongoing), Weekend News Template (ongoing), Fictional Narrative, Saxon (or other) Phonics Assessments (ongoing)	AIMSweb (ongoing), Rubric for Guided Reading (ongoing), Weekend News Template (ongoing), Saxon (or other) Phonics Assessments (ongoing), Opinion piece (favorite food), American Heroes minibooks, Facts Vs. Opinions quiz, "Luke Goes to Bat" Sequencing Activity	AIMSweb (ongoing), Rubric for Guided Reading (ongoing), Saxon (or other) Phonics Assessments (ongoing), Weekend News Template (ongoing), Affixes Flipbook, "Mr. Tannen's Tie Trouble" Partner Tie Project (interview), Local Symbols Project, Realistic

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
					Fiction Modeling Assignment
DC Standards in focus	CCSS.ELA-LITERACY.RL.1.3 CCSS.ELA-LITERACY.RL.1.9 CCSS.ELA-LITERACY.RF.1.3 CCSS.ELA-LITERACY.SL.1.5 DC Social Studies Standards 2.1 DC Social Studies Standards 2.3	CCSS.ELA-LITERACY.RL.1.10 CCSS.ELA-LITERACY.RF.1.4 CCSS.ELA-LITERACY.SL.1.1 CCSS.ELA-LITERACY.SL.1.4 DC Social Studies Standards 1.1 DC Social Studies Standards 1.4 DC Social Studies Standards 2.1	CCSS.ELA-LITERACY.RL.1.2 CCSS.ELA-LITERACY.RI.1.1 CCSS.ELA-LITERACY.RI.1.3 CCSS.ELA-LITERACY.W.1.3 DC Social Studies Standards 2.1 DC Social Studies Standards 2.3 DC Social Studies Standards 2.6	CCSS.ELA-LITERACY.RI.1.10 CCSS.ELA-LITERACY.W.1.1 CCSS.ELA-LITERACY.W.1.2 CCSS.ELA-LITERACY.L.1.4 DC Social Studies Standards 1.3 DC Social Studies Standards 2.2 DC Social Studies Standards 2.4	CCSS.ELA-LITERACY.RL.1.4 CCSS.ELA-LITERACY.RL.1.5 CCSS.ELA-LITERACY.W.1.5 CCSS.ELA-LITERACY.L.1.1 DC Social Studies Standards 1.2 DC Social Studies Standards 2.5

BASIS DC Primary Curriculum Map, Yearlong Template: Kindergarten Language & Literacy

Kindergarten students at BASIS DC Primary spend 105 minutes per day in Language & Literacy. This course provides a comprehensive foundation in literacy skills, including phonics, reading comprehension, writing, speaking, listening, and vocabulary. This map is organized by grading period (of which there are five in the primary grades at BDC). **Nearly all the skills and concepts listed are revisited and reinforced throughout the entire year; the units listed below represent times in which these skills and concepts are given a particular focus.**

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
Objectives	Students will practice the following: Letter Names, Sounds, and Handwriting Concepts of Print Beginning Sound Phoneme Isolation Dolch Sight Words: Pre-primer and Primer Fluency Short Vowel Sounds Verbs Pronouns Producing pictures of content in fiction and nonfiction texts	Students will identify and demonstrate the correct usage of the following: Nouns: Common and Proper Reaction Pieces Writing Conjunctions Prepositions Word Families Adjectives Vowel Team Combinations Consonant Blends Oral summaries of printed texts Original fiction pieces	Students will identify and demonstrate the correct usage of the following: Fill in the Blank Sentences Capitalization Punctuation Syllables Opinion Pieces Writing Digraphs Tenses Phoneme Segmentation Oral analysis of literary characters and plot Text features	Students will identify and demonstrate the correct usage of the following: Middle and End Phoneme Isolation Adding Details to Sentences Phoneme Blending Rhyming Exploratory/Informational Writing Compare/contrast content of nonfiction texts	Students will learn and demonstrate the correct usage of the following: Key Ideas and Details Reading Structure Phonetically-Based Words Phonemic Spelling Phoneme Manipulation Long Vowels with Silent E Publishing Writing Vocabulary
Sample Resources	<i>Book Resources</i> * Journeys Grade 1 CC TE Unit 1 * Journeys CC 1.1 * Wordly Wise 3000 Book K <i>Website Resources include:</i> *www.reading-z.com *www.readworks.org	* Journeys Grade 1 CC TE Unit 2 * Journeys CC 1.2 <i>Website Resources include:</i> *www.scholastic.com *www.pbs.org	* Journeys Grade 1 CC TE Unit 3 * Journeys CC 1.3 * Usborne Beginners book series <i>Website Resources include:</i> *www.brainpopjr.com *www.dogonews.com	* Journeys Grade 1 CC TE Unit 4 * Journeys CC 1.4 * Usborne Beginners book series <i>Website Resources include:</i> *www.lizardpoint.com/geography	* Journeys Grade 1 CC TE Unit 5 * Journeys Grade 1 CC TE Unit 6 * Journeys CC 1.5 * Journeys CC 1.6 <i>Website Resources include:</i>

Units	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4	Grading Period 5
				*www.kidsdiscover.com	*www.nationalgeographic.com *www.hwtears.com
Assess-ments	BASIS.ed Baseline Exam (first 6 weeks), AIMSweb (ongoing)	AIMSweb (ongoing)	BASIS.ed Benchmark Exam (January), ISA (February), AIMSweb (ongoing),	PARCC (April-May), AIMSweb (ongoing),	BASIS.ed Benchmark Exam (May), AIMSweb (ongoing),
DC Standards	CCSS.ELA-LITERACY.SL.K.2 CCSS.ELA-LITERACY.RF.K.1 CCSS.ELA-LITERACY.RF.K.2 CCSS.ELA-LITERACY.RF.K.3 CCSS.ELA-LITERACY.RF.K.4	CCSS.ELA-LITERACY.RF.K.2.C	CCSS.ELA-LITERACY.RF.K.1 CCSS.ELA-LITERACY.RF.K.2.B	CCSS.ELA-LITERACY.RI.K.3 CCSS.ELA-LITERACY.RI.K.9 CCSS.ELA-LITERACY.RF.K.2.A	CCSS.ELA-LITERACY.RI.K.4

APPENDIX: SECTION H.

(Optional) Appendices

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H:1 Letters of Support

February 24, 2016

The Honorable Muriel Bowser
Mayor
John A. Wilson Building
1350 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

The Honorable Charles Allen
Council Member, Ward 6
John A. Wilson Building
1350 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Dear Madam Mayor and Council Member Allen:

As your constituents, we are writing to express our strong support of BASIS DC's application to amend its charter to include Pre-K – 4th grade operations for which it has a public hearing scheduled for April 18. As you may know, BASIS currently operates a grade 5-12 school at 410 8th Street, N.W.

There is no issue more important to parents than the education of children. We believe BASIS takes an effective approach to teaching and learning. According to a report by the Washington Post (and others), their model consistently ranks at or near the top of America's schools, and it has ranked as a Tier 1 school in the District of Columbia. It is exactly this kind of success that the District of Columbia should be encouraging and expanding.

We call on the District of Columbia to approve BASIS DS's application. Approval will give District of Columbia students—no matter their background or financial resources—the opportunity to achieve their fullest potential. It will increase the number of educated D.C. residents, giving D.C. businesses a broader pool from which to hire. And, it will help encourage families to make and keep the District their home, providing D.C. a long term tax base.

We thank you for your continued service and ask you to support BASIS DC. Thank you very much for your time and consideration, and we look forward to your reply.

Sincerely,



Michael and Marybeth Turner



H:1 Letters of Support

From: **Christopher Siddall** [REDACTED] Date: Fri, Mar 4, 2016 at 4:23 PM
Subject: BASIS DC Expansion into Lower Grades To: [REDACTED]
[REDACTED], Naomi DeVeaux [REDACTED]

Dear Scott and Naomi,

I write today to express my strong support for the expansion of BASIS DC into lower grades.

Since the day in 2011 when BASIS held its pre-charter planning kickoff in my old office through today, I have seen remarkable progress for my son John (10th grade) and daughter Elizabeth (9th). My youngest George (4th) will move over from Ross Elementary in Dupont Circle to fifth grade at BASIS next year.

The BASIS corporate and school leadership has learned how to meet DC's needs in an effective, efficient, and appropriate way.

We need more BASIS seats in DC at all grade levels. The school has matured well and is ready to serve those lower grades.

I hope I can count on your support and that of the DCPCSB members for the expansion of BASIS DC into the lower grades.

Kind regards, Chris

[REDACTED]

H:1 Letters of Support

From: Alan Page [REDACTED]
Sent: Saturday, April 09, 2016 12:05 PM
To: Alice Randall
Subject: Re: Letter of support

To Whom It May Concern:

My daughter is a 7th grade BASIS student and is excited to go to school every morning and is passionate about what she is learning. I want her younger brother to have a similar experience when he starts school, but currently there is no Pre-K option at BASIS. Additionally, pre-kindergarten demand outstrips "supply" (available seats) throughout the city, leading to long waiting lists for pre-K at the top elementary schools. I hope that the Charter Board agrees to let BASIS expand to include pre-K through 4th grade, to accommodate this ever-growing demand for quality elementary education in the city. Thank you.

Sincerel

y, Alan

Page

Longtime Washingtonian/Ward 8 homeowner

H:1 Letters of Support

August 24, 2016

Mr. Scott Pearson
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210,
Washington, DC 20010

Dear Scott,

As a BASIS DC parent to a current 7th grader, I am writing today in support of BASIS DC's proposal to expand into the primary grades. As you know, BASIS DC is now exploring the possibility of serving grades PreK-4 to complement its current middle school and high school programs. I believe an expansion of this nature would improve the quality of schooling and life in the city.

The strong performance of BASIS DC makes their interest in expanding to the elementary grades in DC an exciting development, especially given the unique and innovative design of their primary school curriculum. This model invites children to ask questions, integrate what they learn across subject areas, understand how to organize themselves, and learn the basic skills to succeed in the more advanced curriculum of the BASIS Lower and Upper schools (grades 5-12).

I support BASIS DC's proposal to expand their school into the primary grades and believe it will create a significant opportunity for many more children to be educated to high standards in the Nation's Capital.

Sincerely,

Aziza Farooki
Parent to current BASIS DC 7th grade student
Resident of Ward 6

H:1 Letters of Support

August 24, 2016

Mr. Scott Pearson
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210,
Washington, DC 20010

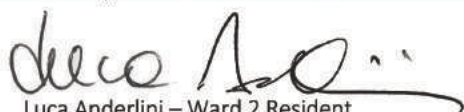
Dear Scott,

BASIS DC is now exploring the possibility of serving grades PreK-4 to complement its current middle school and high school programs. We believe an expansion of this nature would improve the quality of schooling and life in the city.

The strong performance of BASIS DC makes their interest in expanding to the elementary grades in DC an exciting development, especially given the unique and innovative design of their primary school curriculum. This model invites children to ask questions, integrate what they learn across subject areas, understand how to organize themselves, and learn the basic skills to succeed in the more advanced curriculum of the BASIS Lower and Upper schools (grades 5-12).

I strongly support BASIS DC's proposal to expand their school into the primary grades and believe it will create a significant opportunity for many more children to be educated to high standards in the Nation's Capital.

Sincerely,

A handwritten signature in black ink, appearing to read 'Luca Anderlini', with a stylized flourish at the end.

Luca Anderlini – Ward 2 Resident
Father of Lydia Anderlini and Soleh Anderlini (both 10th graders at BASIS DC)

H:1 Letters of Support

From: Kristen Ciuba [REDACTED]
Sent: Wednesday, August 24, 2016 11:19 AM
To: Alice Randall
Subject: Re: BASIS DC K-4

Hi Alice,

My name is Kristen Ciuba and I live in Ward 6. My son just started 6th grade, which is his second year at Basis DC. Basis is providing a wonderful middle school experience for him. I would strongly support a K-4 school that feeds into the middle school as there is a need for solid, academically challenging schools across DC. I have another child in 3rd grade who would be interested in attending.

Sincerely,

Kristen Ciuba

Law Offices of Berhan Dargie

BERHAN DARGIE
ATTORNEY AT LAW

2810 Georgia Ave, NW
Washington, DC 20001

Tel. (202) 543-0665
Fax (202) 232-3006

August 24, 2016

TO WHOM IT MAY CONCERN

I am a parent of two current Basis DC students. My son was among the first students to join Basis DC when it first opened its doors. My daughter followed his footsteps. This testimony about Basis DC is based on our direct contact with the school, its curriculum, its staff and the school community.

First, Basis DC provides first class education to its students. It is challenging. It is a tough program. It will be easier for students if Basis DC prepares its incoming students from Primary K-4.

Second, I have lived in DC for over 25 years. We have seen great changes in addressing the education system in the city. DC has to do a lot to bring its school system to the needs of the 21st century. Basis DC Primary K-4 will contribute to this growth. Basis DC Primary K-4 will bring its highly acclaimed teaching system to the city.

I believe that the DC residents and the city will highly benefit from Basis DC's expansion. I strongly support the Basis DC Primary K-4.

Please do not hesitate to contact me if you have any further questions.

Very truly yours,



Berhan Dargie

H:1 Letters of Support

August 24, 2016

Mr. Scott Pearson
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210,
Washington, DC 20010

Dear Mr. Pearson,

My name is Chioma Chikwelugo. I live in Ward 5 and have a 6th grader at Basis Public Charter School. BASIS DC is now exploring the possibility of serving grades K-4 to complement its current middle school and high school programs. We believe an expansion of this nature would improve the quality of schooling and life in the city.

The strong performance of BASIS DC makes their interest in expanding to the elementary grades in DC an exciting development, especially given the unique and innovative design of their primary school curriculum. This model invites children to ask questions, integrate what they learn across subject areas, understand how to organize themselves, and learn the basic skills to succeed in the more advanced curriculum of the BASIS Lower and Upper schools (grades 5-12). 5th grade was quite challenging for my current 6th grader. I believe that it would have been less so if she had had the opportunity to familiarize herself with the culture, learning/teaching style at Basis during her K-4 years. I also have two younger kids who we plan to send to Basis DC in 5th grade. If Basis DC was allowed to expand to serve K-4, it will ensure they have a smoother sail upon entry into 5th grade.

Additionally, the need for challenging, rewarding and enriching K-4 programs in DC cannot be over emphasized. The more students that DC public charter schools are able to serve beginning at a young age, the better the outcome. Basis DC has proven that it can give our children a solid education in middle and high school; it will be a good idea to let our children reap the benefits of the awesome education that Basis DC provides starting at a younger age.

My family supports BASIS DC's proposal to expand their school into the primary grades and believe it will create a significant opportunity for many more children to be educated to high standards in the Nation's Capital.

Sincerely,

Chioma M. Chikwelugo
Mom of a Basis DC 6th grader

H:1 Letters of Support

Leslie Johnston

Ward 5

August 24, 2016

To Whom it May Concern,

On behalf of our family, we wish to communicate our support of the Basis DC K-4 expansion in DC.

Our daughter started attending Basis DC in 5th grade. She was challenged and motivated daily by the school's unique curriculum, educators and administrators. Many parents communicated throughout the school year how they wished Basis started in the elementary years in order to prepare middle school students, like my daughter, with a firm foundation and study skills. She is an eager 6th grade student this year and is confidently looking forward to the three science classes in her schedule.

In 2013 the Business Round Table, an association of CEO's leading the US business sector with 7.4 trillion dollars of revenue and 16 million employees issued the report "Taking Action on Education and Workforce Preparedness." As part of this report, they recommended that federal, state, and local policymakers should increase the number of public school options, including charter schools, available to parents and students. This report aptly stated, "Our nation's capacity to develop a skilled, prepared workforce is inextricably linked to the quality of our education system. Innovations, such as charter schools, play a critical role in efforts to improve our education system and help more of our nation's children access the educational opportunities they deserve."

As a parent, I support charter school expansion coupled with the strengthening of our public schools. Choice is a value of Americans, and this reigns true as parents are given the opportunity to enroll their children in a performing school.

Sincerely,

Leslie Johnston

H:1 Letters of Support

August 25, 2016

Mr. Scott Pearson
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210,
Washington, DC 20010

Dear Scott,

My daughter is a 9th grader at BASIS DC having started as a 5th grader in their opening year. She's thriving, enjoys the challenges, and is proud of being a BASIS student. Every year since opening the school has improved.

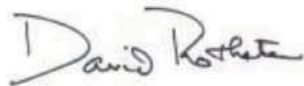
As a parent I am thrilled to have this educational opportunity available for my daughter that both fits her educational needs and allows us to live in D.C. without looking for other regional alternatives.

That said, she would have been better prepared for such an excellent and rigorous program if she had started grades K-4 within the same structure.

It is my understanding that BASIS DC wishes to expand into serving grades K-4. I strongly support this. Many parents prefer their children to start and finish their K-12 Education within a seamless educational structure.

As you likely, know just this last week a Basis teacher won the 2016 Presidential Award for Excellence in Mathematics and Science Teaching. There is no better motivation for these children than knowing that their teachers, BASIS teachers, are some of the best that America has to offer.

Sincerely,

A handwritten signature in dark ink that reads "David Rothstein". The signature is fluid and cursive, with the first name "David" being more prominent than the last name "Rothstein".

David Rothstein
Father of Mia Rothstein, BASIS DC student
[REDACTED]

H:1 Letters of Support

Friday, August 26, 2016.

Mr. Scott Pearson
Executive Director
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210,
Washington, DC 20010

Mr. Pearson,

It's my understanding that BASIS DC is exploring the idea of starting a PreK-4 program to complement its current middle & high school programs. I believe an expansion would improve the quality of the school system and life in the city.

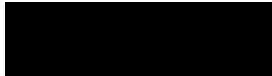
I live in Ward 4. My daughter attended Basis and I found it to be an excellent school. The students are challenged and encouraged as well as vital life skills such as organization are strongly reinforced. Starting a primary school would be an awesome opportunity for the elementary students in DC. I have grandchildren that would benefit greatly with such a unique and innovative program that Basis would offer.

I support BASIS DC's proposal to expand their school into the primary grades. I believe it will create a significant opportunity for many more children to be educated to high standards in the Nation's Capital.

Regards,



Lorraine A. Ford



H:1 Letters of Support



Government of the District of Columbia Advisory Neighborhood Commission 2C

August 29, 2016 .

Mr. Scott Peterson
Executive Director
District of Columbia Public Charter School Board
3333 14th Street NW Suite 210
Washington, DC 20010

Ref: Proposal to Expand from Pre K-4- High School, BASISDC School, 410 8th Street NW.

Dear Sir,

On January 11th 2016, at the regularly scheduled, duly noticed meeting of ANC 2C with a quorum of 3 of 3 Commissioners and the public present, the above-mentioned Public Charter School came before us.

Ms. Alice Randall of the BASISDC School presented the plan of operation for expansion of the school, from the current Middle and High School, to begin from Pre K-4 to High School. She answered the Commissioners' questions, including those concerning the size and space of the current school.

The new expanded Public Charter School will bring to the Single Member District, services that no other organizations currently offer.

The Commissioners voted unanimously, 3:0:0, to support this proposal.

Thank you for giving "Great Weight" to the recommendations of ANC 2C.

On behalf of ANC 2C,

John Tinpe
Chair,
ANC 2C

Please reply to ANC 2C at P.O. Box 51181, Washington, D.C. 20091- Tel. (202)230-8538

H:2 Historical Academic Performance

Direct links to State Assessments and State and Charter Authorizer Accountability Frameworks.

ARIZONA

Arizona State Assessment

[AzMERIT and NCSC 2015](#)

[AIMS and AIMS A Science 2015](#)

[AIMS and AIMS A 2014](#)

[AIMS and AIMS A 2013](#)

[AIMS and AIMS A 2012](#)

[AIMS and AIMS A 2011](#)

[AIMS and AIMS A 2010](#)

Arizona State Accountability Framework – Arizona Department of Education (ADE)

[Arizona A+ Report Cards](#)

**Letter grades were not issued in 2014–15 due to the implementation of a new assessment (AzMerit).*

Arizona State Accountability Framework – Arizona State Board for Charter Schools (ASBCS)

[ASBCS Online](#)

[BASIS Ahwatukee](#)

[BASIS Chandler](#)

[BASIS Chandler Primary - South Campus](#)

[BASIS Flagstaff](#)

[BASIS Goodyear](#)

[BASIS Goodyear Primary](#)

[BASIS Mesa](#)

[BASIS Oro Valley](#)

[BASIS Oro Valley Primary](#)

[BASIS Peoria](#)

[BASIS Phoenix Central](#)

[BASIS Prescott](#)

[BASIS Scottsdale](#)

[BASIS Scottsdale Primary](#)

[BASIS Tucson North](#)

[BASIS Tucson Primary](#)

**Letter grades were not issued in 2014–15 due to the implementation of a new assessment (AzMerit).*

TEXAS

Texas State Assessments

[2014-15 Texas Performance Reporting System Data \(TPRS\) STAAR Performance Results \(All students\) Data Download](#)

[2014-15 Texas Academic Performance Report](#)

[BASIS San Antonio \[Medical Center\] 015834001](#)
[BASIS San Antonio North \[Central\] 015834002](#)

[2013-14 Texas Performance Reporting System Data \(TPRS\) STAAR Performance Results \(All students\) Data Download](#)

[2013-14 Texas Academic Performance Report](#)
[BASIS San Antonio \[Medical Center\] 015834001](#)

Texas School Report Cards

[2014-15 School Report Card](#)
[BASIS San Antonio \[Medical Center\] 015834001](#)
[BASIS San Antonio North \[Central\] 015834002](#)

[2013-14 School Report Card](#)
[BASIS San Antonio \[Medical Center\] 015834001](#)

WASHINGTON, DC

DC Assessments

[Partnership for Assessment of Readiness for College and Careers \(PARCC\) 2014-15 School Year Results \(Grades 3-8 and High School\)](#)

[PARCC 2015 DC Grades 3-8 Aggregate State, Sector, and School Results](#)

[PARCC 2015 DC Grades 3-8 Math School Results](#)

[PARCC 2015 DC Grades 3-8 English Language Arts School Results](#)

[PARCC 2015 DC HS Aggregate State, Sector, and School Results](#)

[PARCC 2015 DC High School English II School Results](#)

[PARCC 2015 DC High School Math School Results](#)

[2014 DC CAS Results](#)

[2014 DC CAS Classification Results by School](#)

[2014 DC CAS School, Subgroup and Grade Proficiency](#)

[DC CAS Results SY 2012-13](#)

[School-by-School DC CAS Results \(Alpha\)](#)

[School-By-School DC CAS Results \(Classification\)](#)
[School-By-School DC CAS Results \(Proficiency\)](#)
[School-By-School DC CAS Results \(Growth\)](#)
[2013 DC CAS Reward Schools](#)

Report Card - District of Columbia Public Charter Schools (DC PCSB)

[BASIS DC PCS](#)

[2014-15 Equity Report for BASIS DC PCS](#)

[2014-15 Next Generation Assessment Results](#)

[BASDIS DC PCS Report Card](#)

Additional Demographic Analysis

School Name	Years serving primary grades	Grades Served	Total Student Count	% Students with disabilities
BASIS Chandler Primary	1	K-4	443	4.3%
BASIS Flagstaff	1	4-12	574	7.3%
BASIS Goodyear Primary	1	K-5	404	5.0%
BASIS Mesa	1	4-12	613	3.6%
BASIS Oro Valley Primary	2	K-5	745	6.7%
BASIS Phoenix Central	2	K-8	804	4.5%
BASIS Prescott	1	K-12	746	5.4%
BASIS Scottsdale Primary	1	K-4	175	5.7%
BASIS Tucson Primary	3	K-6	878	5.4%

H:3 Additional Materials

Grades Served 2016–2017 and 2015–2016

2016–17 School Year

School	Year	PK1	PK2	K	1	2	3	4	5	6	7	8	9	10	11	12
BASIS Ahwatukee	16/17							x	x	x	x	x	x	x	x	x
BASIS Chandler	16/17								x	x	x	x	x	x	x	x
BASIS Chandler Primary South Campus	16/17			x	x	x	x	x								
BASIS Chandler Primary North Campus	16/17			x	x	x	x	x								
BASIS Flagstaff	16/17						x	x	x	x	x	x	x	x	x	x
BASIS Goodyear	16/17									x	x	x	x			
BASIS Goodyear Primary	16/17			x	x	x	x	x	x							
BASIS Independent Brooklyn	16/17	x	x	x	x	x	x	x	x	x	x	x	x	x		
BASIS Independent Fremont	16/17			x	x	x	x	x	x							
BASIS Independent McLean	16/17	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
BASIS Independent Silicon Valley	16/17								x	x	x	x	x	x	x	x
BASIS International Shenzhen	16/17	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
BASIS Mesa	16/17						x	x	x	x	x	x	x	x	x	x
BASIS Oro Valley	16/17									x	x	x	x	x	x	x
BASIS Oro Valley Primary	16/17			x	x	x	x	x	x							
BASIS Peoria	16/17								x	x	x	x	x	x	x	x
BASIS Phoenix	16/17								x	x	x	x	x	x	x	x
BASIS Phoenix Central	16/17			x	x	x	x	x	x	x	x	x				
BASIS Prescott	16/17			x	x	x	x	x	x	x	x	x	x	x	x	x
BASIS San Antonio Medical Center	16/17								x	x	x	x	x	x	x	
BASIS San Antonio North Central	16/17								x	x	x	x	x	x		
BASIS Scottsdale	16/17							x	x	x	x	x	x	x	x	x
BASIS Scottsdale Primary	16/17			x	x	x	x									
BASIS Tucson North	16/17								x	x	x	x	x	x	x	x
BASIS Tucson Primary	16/17			x	x	x	x	x								
BASIS Washington DC	16/17								x	x	x	x	x	x	x	x

H:3 Additional Materials

Grades Served 2016–2017 and 2015–2016

2015–16 School Year

School	Year	PK1	PK2	K	1	2	3	4	5	6	7	8	9	10	11	12
BASIS Ahwatukee	16/17							x	x	x	x	x	x	x	x	x
BASIS Chandler	16/17								x	x	x	x	x	x	x	x
BASIS Chandler Primary South Campus	16/17			x	x	x	x	x								
BASIS Flagstaff	16/17							x	x	x	x	x	x	x	x	x
BASIS Goodyear	16/17									x	x	x				
BASIS Goodyear Primary	16/17			x	x	x	x	x	x							
BASIS Independent Brooklyn	16/17	x	x	x	x	x	x	x	x	x	x	x	x			
BASIS Independent Silicon Valley	16/17								x	x	x	x	x	x	x	x
BASIS International Shenzhen	16/17	x	x	x	x	x	x	x	x	x	x	x	x			
BASIS Mesa	16/17							x	x	x	x	x	x	x	x	x
BASIS Oro Valley	16/17									x	x	x	x	x	x	x
BASIS Oro Valley Primary	16/17			x	x	x	x	x	x							
BASIS Peoria	16/17								x	x	x	x	x	x	x	x
BASIS Phoenix	16/17								x	x	x	x	x	x	x	x
BASIS Phoenix Central	16/17			x	x	x	x	x	x	x	x					
BASIS Prescott	16/17			x	x	x	x	x	x	x	x	x	x	x	x	x
BASIS San Antonio Medical Center	16/17								x	x	x	x	x	x		
BASIS San Antonio North Central	16/17								x	x	x	x	x			
BASIS Scottsdale	16/17								x	x	x	x	x	x	x	x
BASIS Scottsdale Primary	16/17			x	x	x	x	x								
BASIS Tucson North	16/17								x	x	x	x	x	x	x	x
BASIS Tucson Primary	16/17			x	x	x	x	x	x	x						
BASIS Washington DC	16/17								x	x	x	x	x	x	x	x

H:3 Additional Materials

BASIS DC Sample Calendar 2016–17 SY

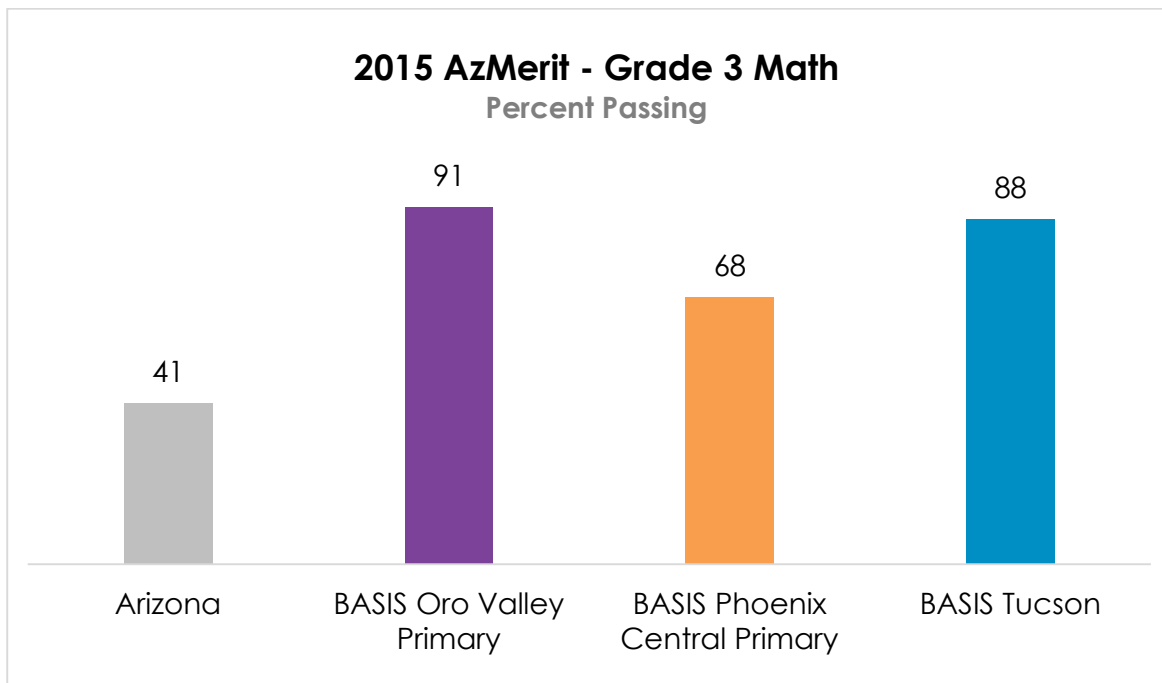
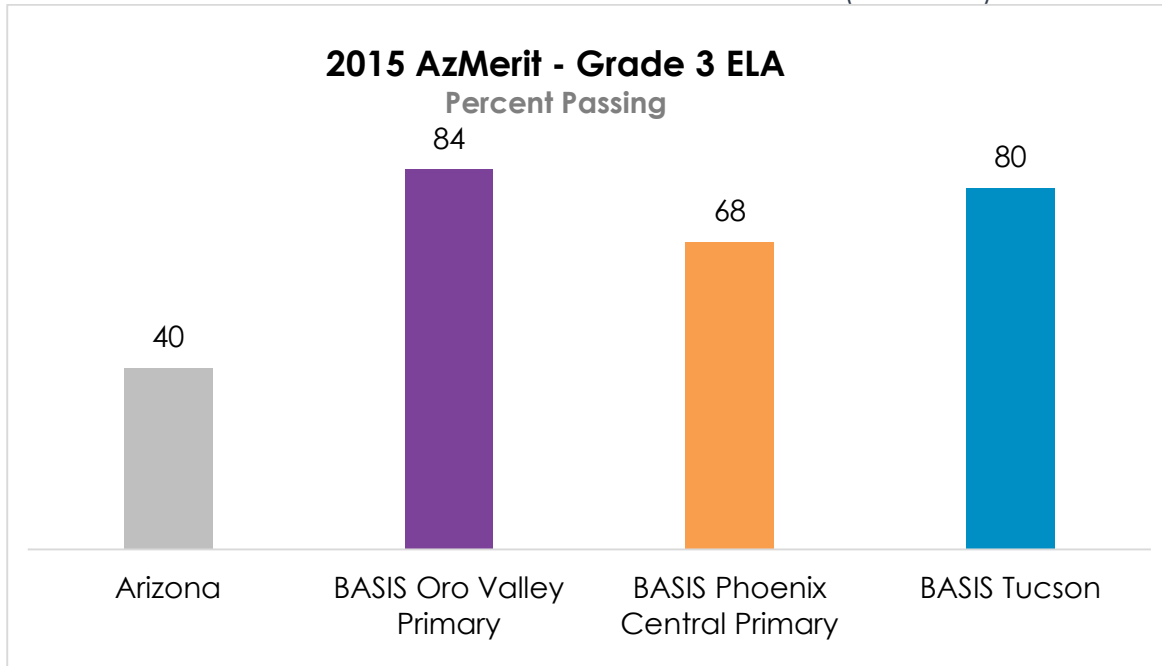
BASIS WASHINGTON D.C. SCHOOL CALENDAR 2016-2017

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First Day of School* Monday, August 22nd, 2016																																																							
Last Day of School* Friday, June 9th, 2017																																																							
Mandatory Breaks 11/23/2016 - 11/28/2016 Thanksgiving Break 12/19/2016 - 1/2/2017 Winter Break 3/17/17 March Break 04/17/2017 - 04/21/2017 Spring Break																																																							
Federal/State Holidays Monday, September 5, 2016 Labor Day Monday, October 10, 2016 Columbus day Friday, November 11, 2016 Veterans' Day Thursday, November 24, 2016 Thanksgiving Monday, January 16, 2017 MLK Day Friday, January 20, 2017 Inauguration Day Monday, February 20, 2017 Presidents' Day Monday, May 29, 2017 Memorial Day																																																							

H:3 Additional Materials

Measures of Success in the Primary Grades

STATE ASSESSMENT RESULTS FOR GRADES 3 – 5 (ARIZONA)



H:3 Additional Materials

Measures of Success in the Primary Grades

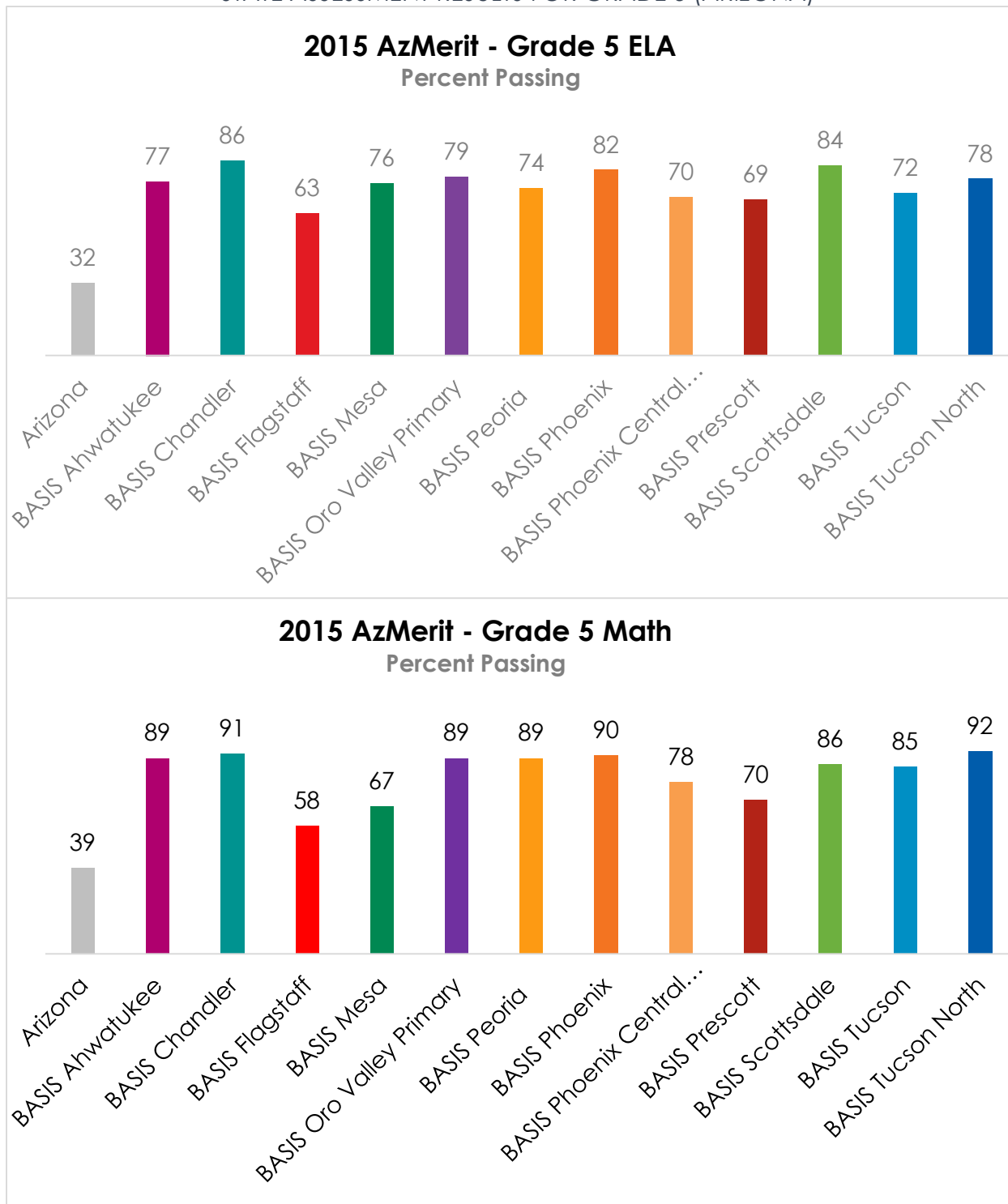
STATE ASSESSMENT RESULTS FOR GRADE 4 (ARIZONA)



H:3 Additional Materials

Measures of Success in the Primary Grades

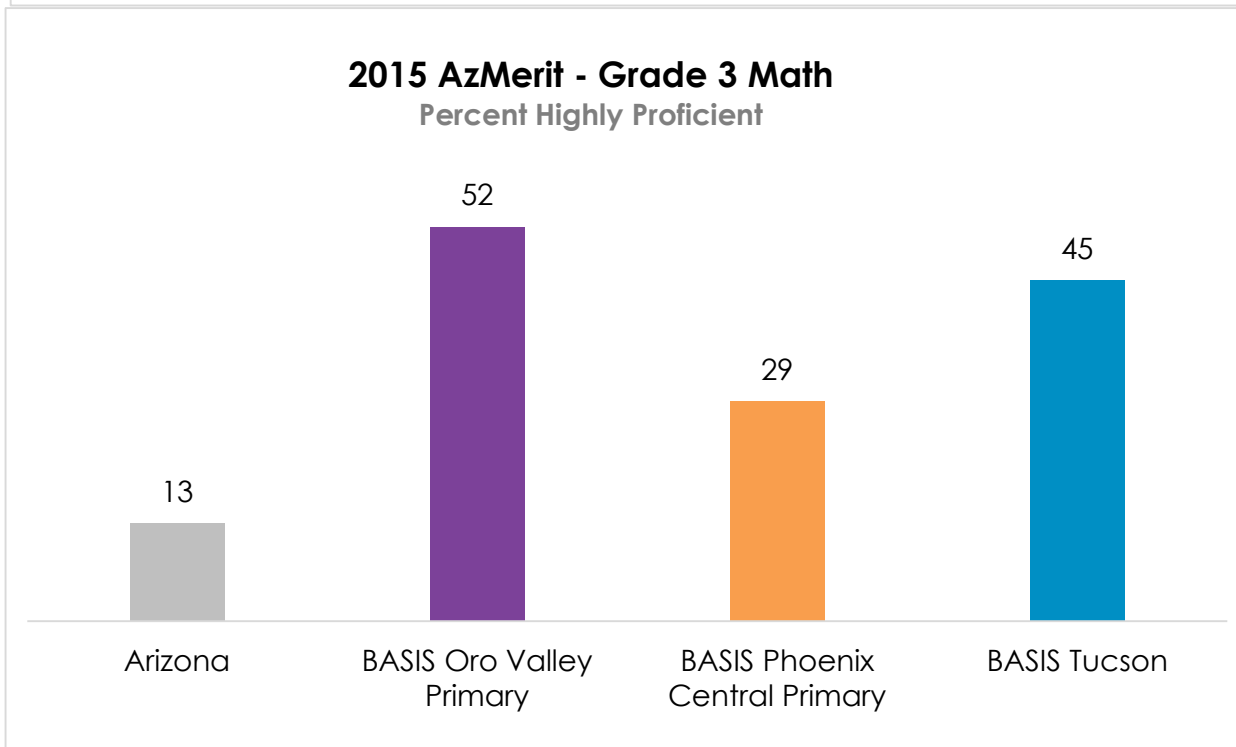
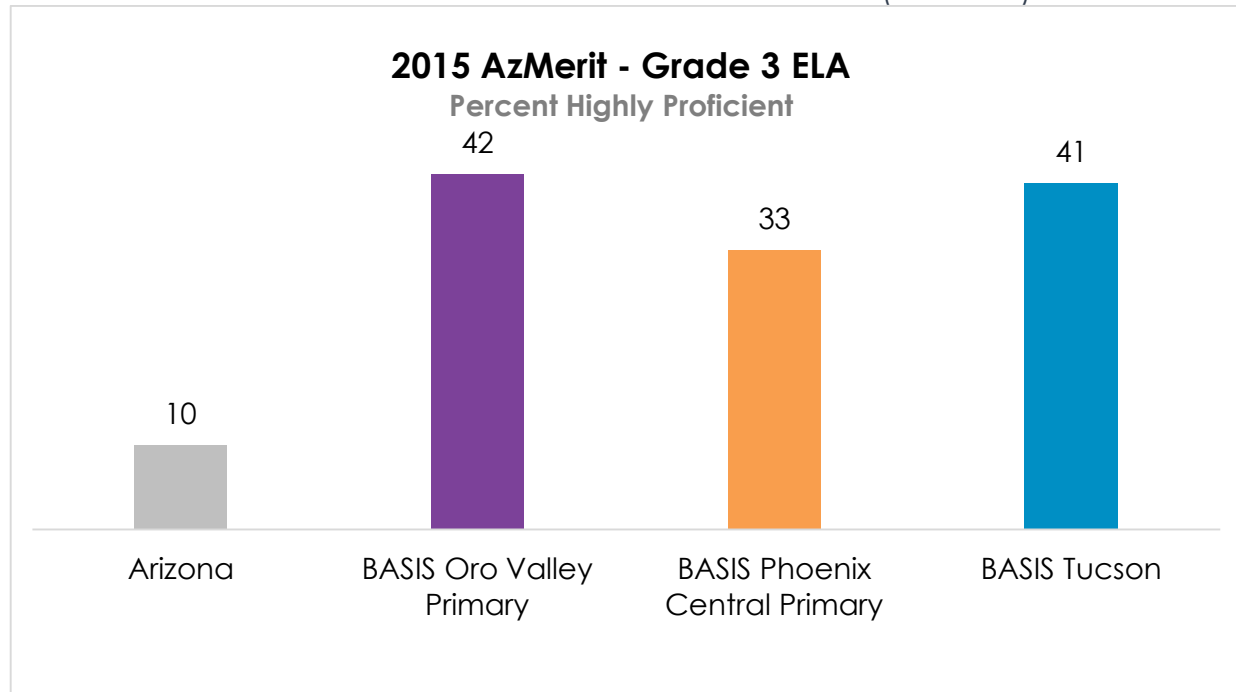
STATE ASSESSMENT RESULTS FOR GRADE 5 (ARIZONA)



H:3 Additional Materials

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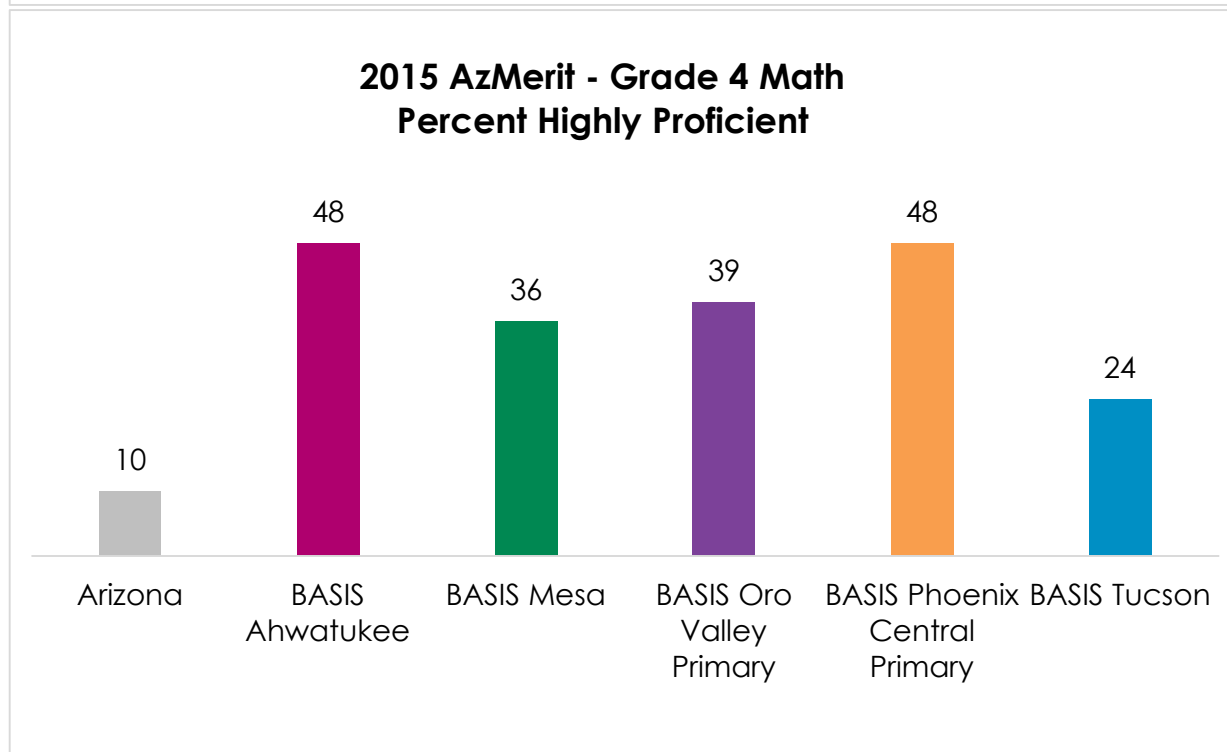
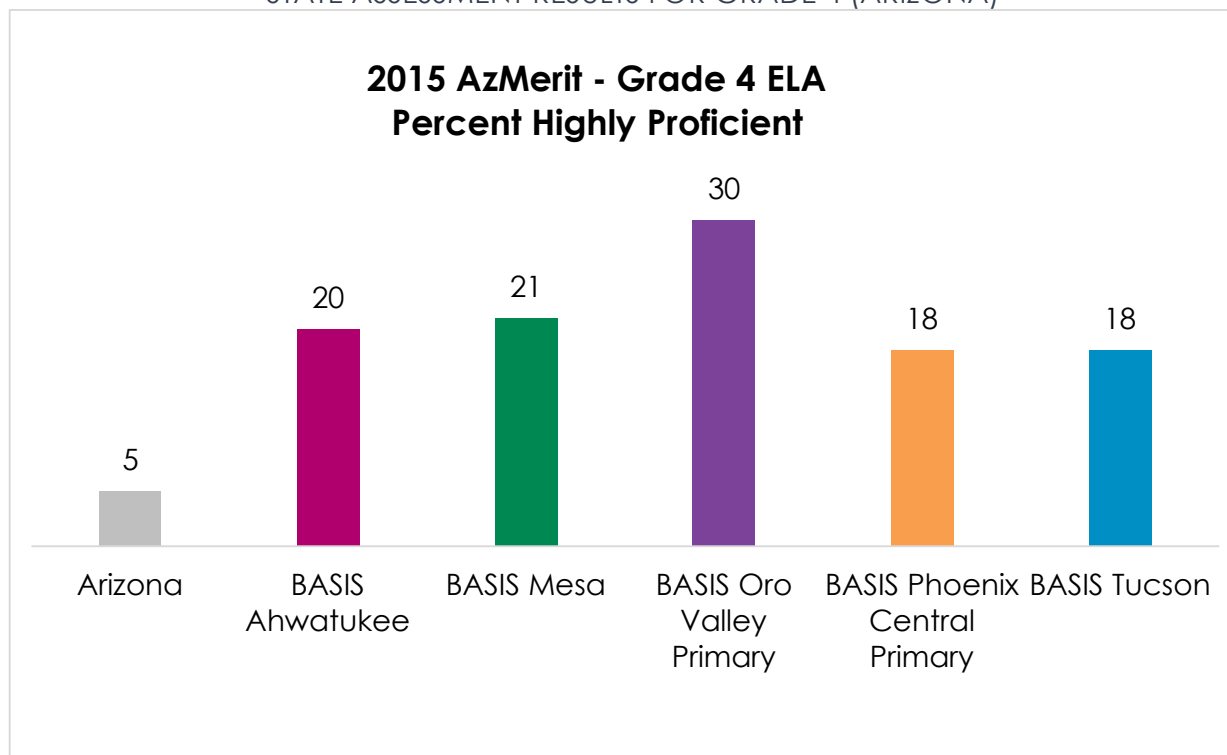
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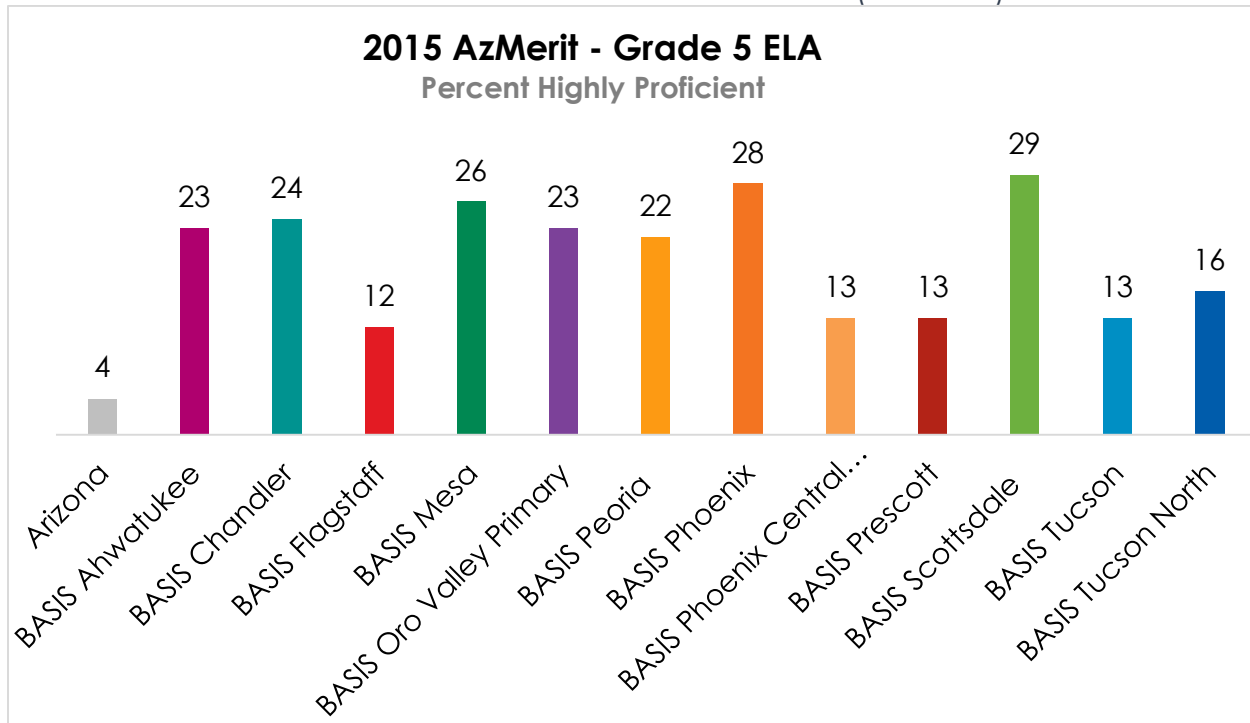
STATE ASSESSMENT RESULTS FOR GRADE 4 (ARIZONA)



H:3 Additional Materials

Measures of Success in the Primary Grades

STATE ASSESSMENT RESULTS FOR GRADE 5 (ARIZONA)



H:3 Additional Materials

Advanced Placement Results

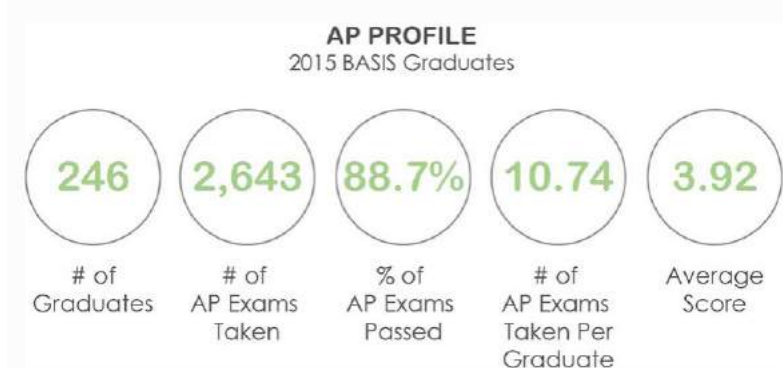
The curriculum at BASIS.ed managed schools for grades 8–12 is centered on the College Board's AP courses and exams. Formulated as a means of assessing college readiness, the AP exam is calibrated to the standard expectations of an entry-level university course.

A score of 3 points or higher indicates that a student is capable of successfully completing introductory-level college coursework and students who earn these scores are granted placement and/or credit at about 90 percent of four-year universities in the U.S., according to the 6th Annual "AP Report to the Nation."

Most American schools allow only top-performing students to take AP courses and AP exams beginning in 10th or 11th grade, but BASIS charter schools require ALL students to participate in AP courses and testing beginning in 9th grade. The BASIS.ed academic program involves students taking a minimum of eight AP courses and at least six AP exams during their high school tenure, with these exams counting as final exams for the AP course. While AP exams are by no means the goal of our curriculum, we believe in raised academic expectations and rigorous college preparation for all students. To that end, AP exam results are used as a means of assessing our success in helping students achieve their academic goals.

Advanced Placement Graduate Profile

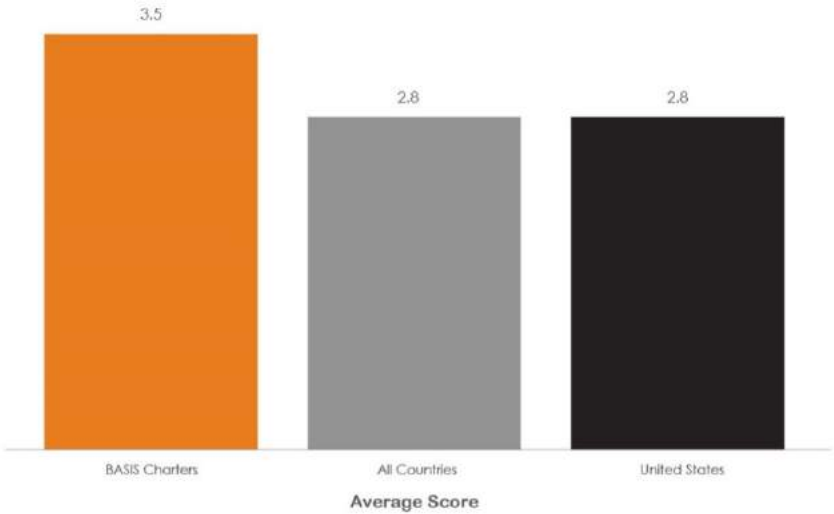
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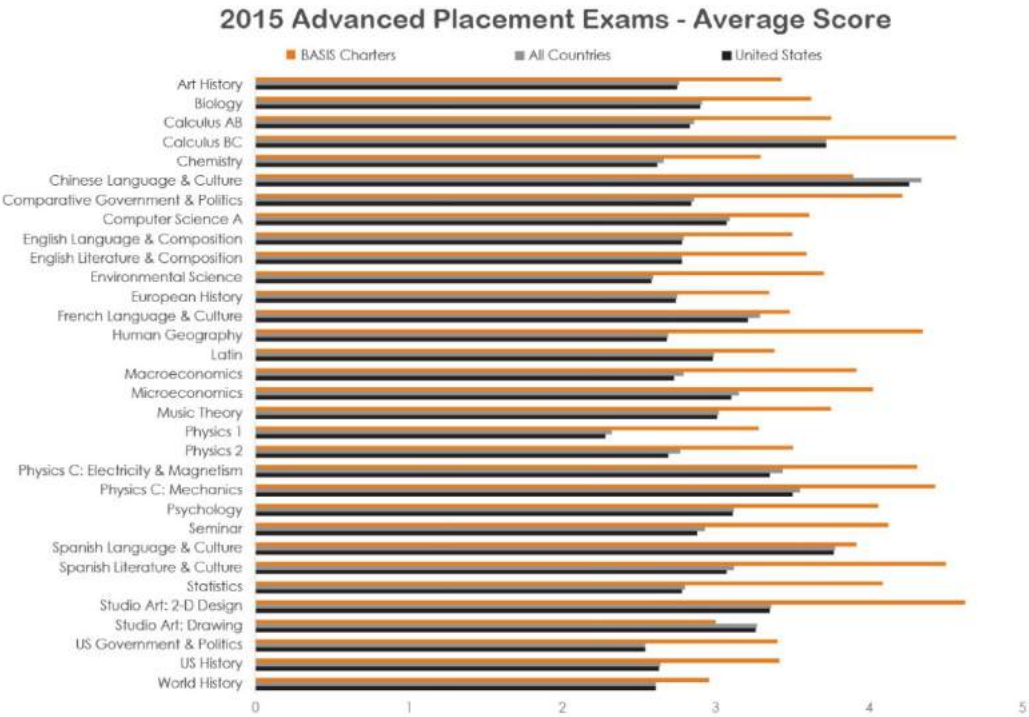
H:3 Additional Materials

Advanced Placement Results

2015 Advanced Placement Exams Average Score (Out of 5)



Source: College Board Online Score Reports (2015).

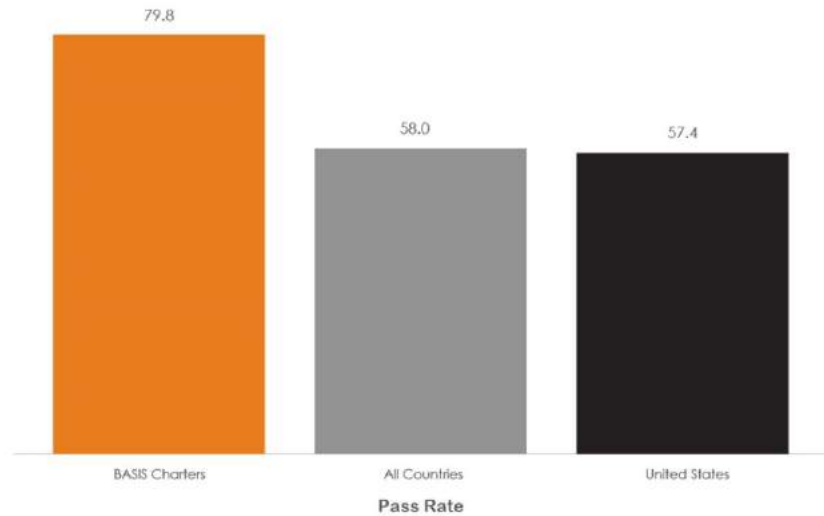


Source: College Board AP Online Score Reports (2015).

H:3 Additional Materials

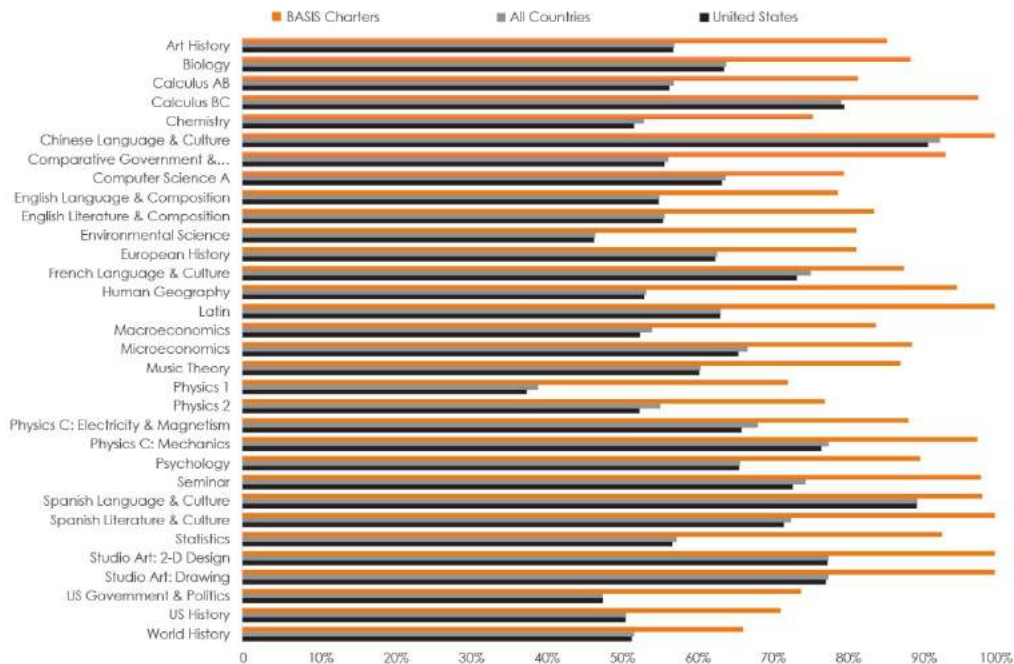
Advanced Placement Results

2015 Advanced Placement Exams Percent Passing (Score of 3 or Higher)



Source: College Board Online Score Reports (2015).

2015 Advanced Placement Exams - Pass Rate



Source: College Board AP Online Score Reports (2015).

H:3 Additional Materials

International Assessment (ISA) Results Grades 3–5

The “All Schools” and “Like Schools” comparison groups are representative of a self-selected and, arguably, highly performing group of schools. This differs from state assessments like AZMerit or PAARC, which are requirements for all students; it also differs from PISA, which randomly samples students in each participating country/economy. The consequence is that the “All Schools” and “Like Schools” comparison groups for the ISA have higher overall scores than would typically be the case for a sample that is truly representative of “All Schools”.

All schools provide aggregated results for all students at each grade level from all schools in the ISA Reference Norm. The ISA Reference Norm is based on over 64,000 ISA participating students from 312 international schools in 78 countries.

Like schools are the schools with a similar ratio of English speaking background students to non-English speaking background students. The like school group for this school is 1: 15% of students or less in the school from an English speaking background.

Like schools statistics allow more refined comparisons for mathematical literacy, reading and writing between your students’ performance and the performance of students in other similar schools at the same grade level in the ISA Reference Norm. The proportion of students from English-speaking and non-English-speaking backgrounds was analyzed, and “like school” groups were formed to give an optimum balance of students and numbers of schools across an optimum number of groups. Each school has been assigned to one of four groups:

- **Group 1:** 15% of students or less in the school from an English speaking background
- **Group 2:** Between 16% and 35% of students in the school from an English speaking background
- **Group 3:** Between 36% and 55% of students in the school from an English speaking background
- **Group 4:** More than 55% of students in the school from an English speaking background

2016 International Schools Assessment (ISA)
Mean Score

		Mathematical Literacy	Reading	Exposition/Argument Writing	Narrative/Reflective Writing	Combined Score
Grade 3	BASIS Chandler Primary South	404	379	427	411	405
	BASIS Goodyear Primary	361	344	407	388	375
	BASIS Oro Valley Primary	379	354	424	405	391
	BASIS Phoenix Central	388	361	426	404	395
	BASIS Prescott	350	341	407	368	367
	BASIS Scottsdale Primary	380	366	436	440	406
	BASIS Tucson Primary	394	375	432	410	403
	BASIS Independent Brooklyn	414	409	458	426	426
	Like Schools (Group 4)	335	279	397	375	347
	All Schools	327	257	391	363	335

H:3 Additional Materials

International Assessment (ISA) Results Grades 3–5

**2016 International Schools Assessment (ISA)
Mean Score**

	Mathematical Literacy	Reading	Exposition/Argument Writing	Narrative/Reflective Writing	Combined Score
Grade 4 BASIS Ahwatukee	412	434	457	441	436
BASIS Chandler Primary South	446	439	480	452	454
BASIS Goodyear Primary	410	420	440	435	426
BASIS Mesa	409	443	491	436	445
BASIS Oro Valley Primary	433	437	470	454	449
BASIS Phoenix Central	384	413	423	421	410
BASIS Prescott	397	419	446	415	419
BASIS Scottsdale Primary	442	455	477	440	454
BASIS Tucson Primary	437	451	458	442	447
BASIS Independent Brooklyn	445	466	484	456	463
Like Schools (Group 4)	384	334	432	416	392
All Schools	377	316	427	406	382

**2016 International Schools Assessment (ISA)
Mean Score**

	Mathematical Literacy	Reading	Exposition/Argument Writing	Narrative/Reflective Writing	Combined Score
Grade 5 BASIS Ahwatukee	472	467	481	486	477
BASIS Goodyear Primary	423	443	465	464	449
BASIS Mesa	460	466	484	468	470
BASIS Oro Valley Primary	489	487	497	492	491
BASIS Phoenix Central	472	451	448	467	460
BASIS Prescott	444	459	487	470	465
BASIS Tucson Primary	444	454	505	467	468
BASIS Independent Brooklyn	457	484	531	494	492
Like Schools (Group 4)	436	381	480	470	442
All Schools	427	361	467	455	428

H:3 Additional Materials

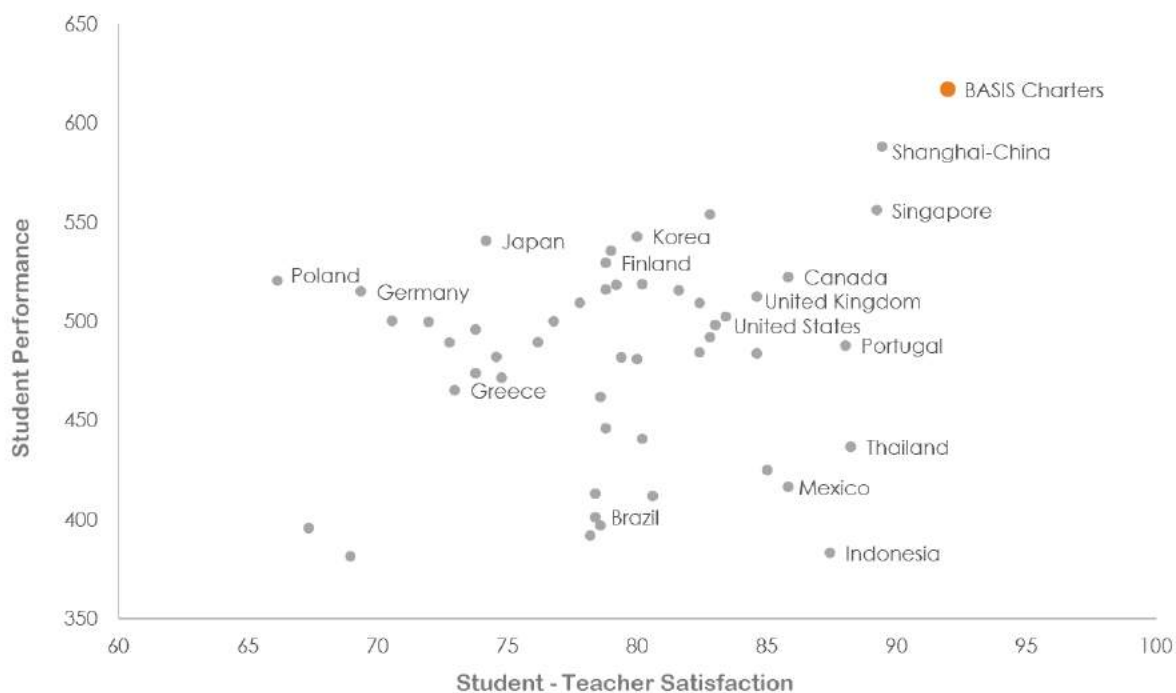
Teacher Satisfaction

BASIS Charter School Students are More Satisfied with their Teachers

BASIS charter school students are not only some of the highest performing kids in the world; they are also the most satisfied with their teachers! Systems worldwide were ranked based on student performance and the percentage of students who agree or strongly agree with the following statements:

- "I get along well with most of my teachers."
- "Most of my teachers are interested in my well-being."
- "Most of my teachers really listen to what I have to say."
- "If I need extra help, I will receive it from my teachers."
- "Most of my teachers treat me fairly."

2015 OECD Test for Schools Student Performance and Student-Teacher Satisfaction



Source: OECD, "How your School Compares Internationally: OECD Test for Schools," 2015. Results for all other educational systems are from the 2012 PISA. The 2014-15 OECD Test for Schools was designed to enable international benchmarking against results from the 2012 PISA.

H:3 Additional Materials

BASIS College Acceptances

BASIS GRADUATES - CLASS OF 2015	
Total # Graduates	246
College Acceptance Rate	100%
Total College Acceptances	1090
Average # of College Acceptances per Student	4.43
Total # of Colleges Accepting BASIS Students	224
BASIS GRADUATES - CLASS OF 2015 - COLLEGE ACCEPTANCES	
Academy of Art University	
American University	
Amherst College	
Andrews University	
Antioch College	
Arizona State University	
Babson College	
Bard College	
Barrett, The Honors College	
Bates College	
Baylor University	
Bayyinah Dream Program	
Belmont University	
Beloit College	
Boston College	
Boston University	
Bowdoin College	
Brandeis University	
Brigham Young University	
Brigham Young University, Idaho	
Brown University	
Bucknell University	
California Institute of Technology	
California Polytechnic State University, San Luis Obispo	
California State Polytechnic University, Pomona	
California State University, Northridge	
Carleton College	
Carnegie Mellon University	
Case Western Reserve University	
Central College	

BASIS GRADUATES - CLASS OF 2015 - COLLEGE ACCEPTANCES

Chapman University
Coe College
Colby College
Colgate University
College of William and Mary
Colorado College
Colorado School of Mines
Colorado State University
Columbia College Chicago
Columbia University
Concordia University - Portland
Cornell College
Cornell University
Creighton University
Dartmouth College
DigiPen Institute of Technology
Drexel University
Duke University
Eckerd College
Embry-Riddle Aeronautical University - Daytona Beach
Embry-Riddle Aeronautical University - Prescott
Emerson College
Emory University
Emory University
Emory University - Oxford College
Fashion Institute of Design and Merchandising
Florida State University
Fordham University - Lincoln Center Campus/Rose Hill Campus
Franklin W. Olin College of Engineering
George Fox University
George Mason University
Georgetown University
Georgetown University School of Foreign Service
Georgia Institute of Technology
Georgia State University
Gonzaga University
Grand Canyon University
Grinnell College
Hampshire College
Harvard University

BASIS GRADUATES - CLASS OF 2015 - COLLEGE ACCEPTANCES

Harvey Mudd College

Haverford College

Hillsdale College

Hofstra University

Hollins University

Illinois Wesleyan University

Indiana University at Bloomington

Ithaca College

Jacobs University

John Carroll University

Johns Hopkins University

Juniata College

Kenyon College

Knox College

Lafayette College

Lehigh University

LeTourneau University

Lewis & Clark College

Liberty University

Louisiana Tech University

Loyola Marymount University

Macalester College

Marquette University

Massachusetts Institute of Technology

Miami University, Oxford

Middlebury College

Milwaukee School of Engineering

Mount Holyoke College

NCAA Eligibility Center

New Mexico Highlands University

New Mexico State University

New York University

Niagara University

North Carolina State University

Northeastern University

Northern Arizona University

Northwestern University

NYU Shanghai

Oberlin College

Occidental College

BASIS GRADUATES - CLASS OF 2015 - COLLEGE ACCEPTANCES

Oklahoma Christian University
Oregon State University
Otis College of Art and Design
Pacific Lutheran University
Pennsylvania State University - World Campus
Pennsylvania State University, University Park
Pepperdine University
Pima Community College
Pitzer College
Pomona College
Portland State University
Princeton University
Purdue University
Reed College
Rensselaer Polytechnic Institute
Rice University
Rochester Institute of Technology
Rose-Hulman Institute of Technology
Rosemont College
Santa Barbara City College
Santa Clara University
Sarah Lawrence College
Savannah College of Art and Design
School of Visual Arts
Scripps College
Seattle Pacific University
Seattle University
Seton Hall University
Smith College
Soka University of America
Southern Methodist University
Stanford University
Stony Brook University
Swarthmore College
Syracuse University
Texas A&M University
Texas Tech University
The Evergreen State College
The George Washington University
The Ohio State University

BASIS GRADUATES - CLASS OF 2015 - COLLEGE ACCEPTANCES

The University of Alabama
The University of Alabama at Birmingham
The University of Arizona
The University of North Carolina at Chapel Hill
The University of Texas, Austin
Trinity College
Trinity University
Tufts University
Tulane University
UEI College - Irvine
Union College
United States Naval Academy
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Central Florida
University of Chicago
University of Cincinnati
University of Colorado at Boulder
University of Colorado at Denver
University of Connecticut
University of Denver
University of Florida
University of Illinois at Urbana-Champaign
University of Kentucky
University of Maryland, College Park
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of Minnesota, Twin Cities
University of Missouri, Kansas City
University of New Haven
University of New Mexico
University of Oregon
University of Oxford
University of Pennsylvania

BASIS GRADUATES - CLASS OF 2015 - COLLEGE ACCEPTANCES

University of Portland
University of Puget Sound
University of Redlands
University of Rochester
University of San Diego
University of San Francisco
University of Southern California
University of St. Andrews
University of Toronto Undergraduate Only
University of Tulsa
University of Utah
University of Virginia
University of Washington
Utah State University
Vassar College
Virginia Commonwealth University
Virginia Military Institute
Virginia Tech
Washington and Lee University
Washington State University
Washington University in St. Louis
Wellesley College
Wesleyan University
Western University
Western Washington University
Westminster College
Whitman College
Whittier College
Whitworth University
Willamette University
Williams College
Worcester Polytechnic Institute
Yale University
Zaytuna College

H:3 Additional Materials

Full Job Description (Sample Registrar)



BASIS.ed
Administration Staff

Registrar

Department: Administration Staff	Job Status: Full Time
FLSA Status: Exempt	Reports To: Head of School
Positions Supervised: 0	Amount of Travel Required: <10%
Standard Work Schedule: M-F 8-5; nights and weekends as needed	

POSITION SUMMARY

The Registrar provides support services to the school's faculty and staff in order to meet the mission of BASIS schools. This position is responsible for managing all systems related to student enrollment and records. Additionally, oversees student registration and re-enrollment, updates physical student files, and maintains student attendance records.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Organize and manage registration of new and returning students
- Manage records of current students and report to the Department of Education
- Manage student records software (PowerSchool)
- Coordinate student enrollment and withdrawal process
- Field incoming communication from prospective families. Educate families about the BASIS model, promoting the culture of rigor and academic excellence.
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized - Ability to develop and maintain order while completing tasks in a fast-paced environment. Ability to manage multiple priorities.
- Detail Oriented - Ability to pay exceptional attention to the minute details and accuracy of a project or task.
- Conflict Resolution – Find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- Accountable - Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- Judgment - The ability to formulate a sound decision using the available information.

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university or minimum of 4 years administrative experience.

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance and/or applicable state background check.

Experience: Experience with children preferred.

Computer Skills: Microsoft Office

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	O (Occasionally)
Walk	O (Occasionally)	11-20 lbs	O (Occasionally)
Sit	F (Frequently)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	O (Occasionally)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	N (Not Applicable)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable)	Activity is not applicable to this occupation.
O (Occasionally)	Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)
F (Frequently)	Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)
C (Constantly)	Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)
 Sense of Smell
 Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample Head of School)



BASIS.ed
Administration – Manager

Head of School

Department: Administration - Manager
FLSA Status: Exempt
Positions Supervised: Approx. 20-50
Standard Work Schedule: M-F 7-5; nights and weekends as needed

Job Status: Full Time
Reports To: VP of Charters
Amount of Travel Required: <10%

POSITION SUMMARY

The role of the Head of School is primarily responsible for all activities involving students and faculty at the school site. Hire, train, mentor, and develop the faculty. Accountable for building strong relations with the community in order to facilitate the fundraising necessary for teacher incentive and booster participation. Partner with the Head of Operations to make key personnel and financial decisions for the school. Directly supervise a team of Directors, Coordinators, and all instructional positions. Ultimately responsible for the implementation of BASIS.ed curriculum and the academic success of all students.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Act as the educational leader of the school, responsible for its day to day academic operations
- Direct the activities of the faculty
- Articulate the mission and goals of BASIS for faculty, parents and students
- Observe, supervise and evaluate faculty in the development and implementation of curriculum
- Ensure an environment in which learning can take place through a supportive school climate
- Oversee the activities of school directors, meeting regularly to assess student performance
- Ensure compliance with all legal requirements of government regulations and agencies
- Establish programs for the orientation of new faculty
- Manage the processes necessary for the development of the master school schedule
- Serve as a consultant to teachers in matters of classroom management, teaching methods and school procedures
- Oversee academic guidance, grading and standards for student assessment
- Oversee college guidance in the achieving the goals for college admittance and financial aid/scholarship dollars as applicable
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized - Ability to develop and maintain order while documenting, filing and managing tasks. Ability to establish and manage multiple priorities; ability to work under pressure.
- Detail Oriented - Ability to pay exceptional attention to the minute details and accuracy of a project or task.
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints; demonstrate patience and flexibility.

- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- Accountable - Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- Judgment - The ability to formulate a sound decision using the available information. Ability to effectively analyze data to improve student achievement.

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university; Master's Degree preferred

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance and/or applicable state background check.

Experience: 4+ years in a role with relatable job duties, ideally at a similar sized school

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	O (Occasionally)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample Head of Operations)



BASIS.ed
Administration – Manager
Head of Operations

Department: Administration - Manager
FLSA Status: Exempt
Positions Supervised: Approx. 8-10
Standard Work Schedule: M-F 7-5; nights and weekends as needed

Job Status: Full Time
Reports To: VP of Charters
Amount of Travel Required: <10%

POSITION SUMMARY

The role of the Head of Operations is primarily responsible for the finance and facilities functions for the school site. Responsible for vendor selection and management, purchasing and accounting, and facilities and technology management. Serve as the onsite human resources contact, implementing programs designed by the Central Office. Partner with the Head of School to ensure that academics meet BASIS standards. Directly supervise a small operations staff.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Oversee the physical operation of the school including security and IT; maintain the school inventory of hardware and software
- Manage the school budget and acts as the on-site bookkeeper; keep an accurate and continuous record of the financial position of the school
- Partner with the Head of School with decisions regarding salaries and benefits for all personnel, including the evaluation of support staff
- Manage human resource functions for school employees in partnership with the Central Office Human Resources team
- Research, evaluate, purchase and manage school services including building maintenance, housekeeping and grounds
- Manage the purchase of all supplies including textbooks and school operating supplies
- Arrange bids and develop specifications for all outside contractual work
- Ensure the safety of personnel and students in their use of the facilities including the scheduling and management of required drills (fire, lockdown, etc.)
- Manage the front office and specialized support staff
- Maintain accurate and complete records of all school assets
- Other duties as assigned.

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized - Ability to develop and maintain order while documenting, filing and managing tasks. Ability to establish and manage multiple priorities; ability to work under pressure.
- Detail Oriented - Ability to pay exceptional attention to the minute details and accuracy of a project or task.

- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints; demonstrate patience and flexibility.
- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise.
- Accountable - Ability to take responsibility for own work, establish trust, and be receptive to feedback.
- Judgment - The ability to formulate a sound decision using the available information. Ability to think analytically and strategically.

SKILLS & ABILITIES

Education: MBA or Bachelor’s Degree from a regionally accredited college or university in Business Administration or similar degree.

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance and/or applicable state background check

Experience: Financial experience, facilities management experience, and experience with HR related functions preferred.

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	O (Occasionally)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample Director of Academic Programs)



BASIS.ed

Administration – Manager

Director of Academic Programs

Department: Administration - Manager

FLSA Status: Exempt

Positions Supervised: Approx. 2-5

Standard Work Schedule: M-F 8-5; nights and weekends as needed

Job Status: Full Time

Reports To: Head of School

Amount of Travel Required: <10%

POSITION SUMMARY

The role of the Director of Academic Programs is primarily to organize and run all school-related events and programs to support a culture of academic excellence and ensure the success of students. Designs and manages afterschool programs and other afterschool events. Supervise student registration and curriculum. Create and maintain teacher schedules and school calendar.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Supervise student registration and curriculum coordination
- Operate with resiliency and an ability to reprioritize tasks with a positive attitude
- Manage all aspects of student testing – organization and execution
- Create and maintain school calendars and teacher schedule
- Manage all media items including publications and outside media requests
- Advise students regarding internships and summer programs. Manage senior projects
- Meet with parents regarding academic plans, curriculum and student success
- Prepare and monitor quality of all grading and progress reporting
- Manage all aspects of student testing – order supplies, test scheduling, execution of testing
- Organize and execute student award ceremonies
- Manage all afterschool programs
- Keep constant communication with Head of School
- Other duties as assigned

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Cooperative – Seek out and engage in group participation to complete or improve work. Work effectively with others in a positive and productive manner
- Detail Oriented - Ability to pay attention to the minute details of a project or task
- Communication- Effectively convey information both verbally and in writing. Communicate in a manner that is clear, complete and concise
- Accountable: Ability to take responsibility for own work, establish trust, and be receptive to feedback

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university or equivalent combination of education and work experience

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance.

Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	O (Occasionally)
Walk	F (Frequently)	11-20 lbs	O (Occasionally)
Sit	F (Frequently)	21-50 lbs	N (Not Applicable)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	F (Frequently)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)		
Climb	N (Not Applicable)	Push/Pull	
Crawl	N (Not Applicable)	12 lbs or less	O (Occasionally)
Squat or Kneel	O (Occasionally)	13-25 lbs	O (Occasionally)
Bend	O (Occasionally)	26-40 lbs	N (Not Applicable)
		41-100 lbs	N (Not Applicable)

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample Special Education Coordinator)



BASIS.ed

Administration

Special Education (SPED) Coordinator

Department: Administration

FLSA Status: Exempt

Positions Supervised: Approx. 0-5

Standard Work Schedule: M-F 8-5; nights and weekends as needed

Job Status: Full Time

Reports To: Head of School

Amount of Travel Required: 0%

POSITION SUMMARY

The role of the Special Education Coordinator (SPED Coordinator) is primarily to oversee all aspects of the Special Education program at a school site. Ensures that school Special Education practices are aligned with all pertinent regulations and laws. Identifies the need for, plans and executes all standardized and child specific testing for special education students. Maintains communication channels with parents, peers and supervisors regarding all Special Education items.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Manage the student special education process from beginning to end by overseeing the Student Support Team (SST) programs, monitoring the progress of English Language Learners (ELL), develop IEP plans and monitor the adherence to those plans.
- Ensure compliance with all State and Federal Special Education laws and deadlines.
- Follow-up on execution of Individualized Education Plans (IEPs) and 504 plan items.
- Schedule and facilitate parent meetings with Special Education parents. Communicate with Special Education parents as appropriate via email and phone. Record and maintain all Special Education communication.
- Schedule and facilitate all hearing and vision screenings for students.
- Facilitate student plan reviews.
- Schedule and facilitate all Arizona English Language Learner Assessment (AZELLA) testing for students. Remain current and compliant with AZELLA trainings and security agreements.
- Provide accommodations for state and in-house testing when needed.
- Remain current and compliant with all IDEA and FICCA laws and trainings. Respect the privacy of students and confidential information. .
- Operate with resiliency and an ability to reprioritize tasks with a positive attitude.
- Keep constant communication with Head of School.
- Other duties as assigned.

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints.

- Communication- Effectively convey information both verbally and in writing. Communicated in a manner that is clear, complete and concise.
- Accountable: Ability to take responsibility for own work, establish trust, and be receptive to feedback
- Judgment - The ability to formulate a sound decision using the available information.

SKILLS & ABILITIES

Education: Bachelor's Degree or equivalent combination of education and work experience

Certifications and Credentials: Valid state issued cross-categorical special education certification. Possession of, or the ability to obtain and maintain, valid fingerprint clearance. "Highly Qualified Special Education Teacher"

Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	O (Occasionally)
Walk	O (Occasionally)	11-20 lbs	O (Occasionally)
Sit	C (Constantly)	21-50 lbs	N (Not Applicable)
Handling / Fingering	C (Constantly)	51-100 lbs	N (Not Applicable)
Reach Outward	C (Constantly)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	O (Occasionally)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	N (Not Applicable)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample ELL Specialist)



BASIS.ed
Administration Staff
ELL Specialist

Department: Administration
FLSA Status: Exempt
Positions Supervised: 0
Standard Work Schedule: M-F 7-4; nights and weekends as needed

Job Status: Full Time
Reports To: Special Education Coordinator
Amount of Travel Required: 0%

POSITION SUMMARY

The role of the English Language Learners Specialist is primarily to oversee the delivery, instruction and identification of English Language Learners. Provide early intervention support in classrooms. Advocates for the academic and social needs of English Language Learners and ensures they are best positioned for success. Communicate and coordinate with parents as applicable.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Provide early-intervention support during academic times in classrooms.
- Plan and collaborate with teachers to design and implement engaging instruction that leads to English-language fluency in all content areas.
- Attend weekly planning sessions with classroom teachers to plan classroom lessons and projects
- Develop and frequently review instructional delivery structures
- Suggest modifications and lesson structures that will support identified students, as well as unidentified students, with different learning styles.
- Conduct, organize, and analyze ongoing assessments of student performance using multiple assessment tools
- Support classroom teachers in the consistent implementation of programming, best practices, and recommendations.
- Attend parent-teacher conferences for identified students and provide teachers with timely notes for student progress reports in a mutually agreed upon format.
- Other duties as assigned.

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Detail Oriented - Ability to pay attention to the minute details of a project or task.
- Conflict Resolution – Ability to deescalate high emotion situations. Find common ground between conflicting viewpoints.
- Communication- Effectively convey information both verbally and in writing. Communicated in a manner that is clear, complete and concise.
- Accountable: Ability to take responsibility for own work, establish trust, and be receptive to feedback
- Judgment - The ability to formulate a sound decision using the available information.

SKILLS & ABILITIES

Education: Bachelor's Degree in a related field of study from a regionally accredited college or university, or equivalent combination of education and work experience

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance and/or applicable state background check.

Experience: 2+ years in a role with relatable job duties, ideally in a similar sized school

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	O (Occasionally)	10 lbs or less	F (Frequently)
Walk	O (Occasionally)	11-20 lbs	O (Occasionally)
Sit	F (Frequently)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	F (Frequently)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	F (Frequently)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample Learning Expert Teacher)



BASIS.ed

Instructional

Learning Expert Teacher

Department: Instructional

FLSA Status: Exempt

Positions Supervised: 0

Standard Work Schedule: M-F 7-4; nights and weekends as needed

Job Status: Full Time

Reports To: Head of School

Amount of Travel Required: 0%

POSITION SUMMARY

The role of the Learning Expert Teacher is to tailor class curriculum to best match the unique learning styles of individual students. Manage the personal progress of each student and provide communication to parents and applicable school staff. Collaborate with Subject Expert Teachers while lesson planning to integrate lesson plans. Acclimated students to a culture of rigor and academic excellence.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Evaluate students' academic and social growth. Keep appropriate records and prepare progress reports.
- Communicate with parents through e-mail, conferences and other means to discuss students' progress and interpretation of the BASIS.ed school culture
- Identify student needs and cooperating with subject experts or other professional staff members in assessing and helping students solve health, attitude and learning problems
- Partner with Subject Expert Teacher to integrated student specific learning styles to lesson planning. Tailor messages to students to best achieve learning and retention.
- Supervise students during classroom transitions throughout the day
- Participate in extracurricular activities such as clubs and sports.
- Support the execution of non-instructional functions, such as 'Early-Bird', "Late Bird" and lunch.
- Other duties as assigned.

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Communication- Effectively convey information both verbally and in writing. Communicated in a manner that is clear, complete and concise.
- Accountable- Ability to take responsibility for own work, establish trust, and be receptive to feedback
- Relatable- Build genuine relationships. Be respectful and inclusive in decision making; work well with others regardless of level, background or opinions; maintain positive and professional relationships
- Efficient- Prioritize and execute day to day responsibilities to best respond to business demands. Maximize productivity and minimize wasted time.

SKILLS & ABILITIES

Education: Bachelor's or Master's Degree in Education from a regionally accredited college or university

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance and Highly Qualified for Elementary/Early Childhood Education.

Experience: 3+ years teaching/education experience

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	F (Frequently)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	F (Frequently)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

N (Not Applicable) Activity is not applicable to this occupation.

O (Occasionally) Occupation requires this activity up to 33% of the time (0 - 2.5+ hrs/day)

F (Frequently) Occupation requires this activity from 33% - 66% of the time (2.5 - 5.5+ hrs/day)

C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

H:3 Additional Materials

Full Job Description (Sample Subject Expert Teacher)



BASIS.ed

Instructional

Subject Expert Teacher

Department: Instructional

FLSA Status: Exempt

Positions Supervised: 0

Standard Work Schedule: M-F 7-4; nights and weekends as needed

Job Status: Full Time

Reports To: Head of School

Amount of Travel Required: 0%

POSITION SUMMARY

The role of the Subject Expert Teacher is to ensure the education of students by preparing and facilitating subject specific lesson plans. Implements established BASIS.ed curriculum while tailoring specific topics to integrate their knowledge and passion for the subject. Manages individual student success and discipline. Supports non-instructional school functions such as clubs, sports, and lunch duties.

ESSENTIAL FUNCTIONS

Reasonable Accommodations Statement

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Essential Functions Statement(s)

- Prepare and facilitate subject and grade specific lesson plans.
- Provide subject instruction on a higher level than grade-standard in an interactive learning environment and deliver exceptional results for all students.
- Implement BASIS.ed curriculum by designing effective and creative lessons and assessments to ensure students' education is at a truly internationally competitive level.
- Collaborate with other BASIS.ed teachers to further develop curriculum and build a community of professionals passionate about education.
- Tutor students in content-specific knowledge and skills to heighten the trajectory of students' academic and career success.
- Manage student behavior to foster academic achievement, personal responsibility, intellect and individuality in all students.
- Participate in extracurricular activities such as clubs and sports.
- Substitute for peer courses as applicable.
- Support the execution of non-instructional functions, such as 'Early-Bird', "Late Bird" and lunch.
- Other duties as assigned.

POSITION QUALIFICATIONS

Competency Statement(s)

- Organized- Ability to develop and maintain order while documenting, filing and coordinating tasks
- Communication- Effectively convey information both verbally and in writing. Communicated in a manner that is clear, complete and concise.
- Accountable- Ability to take responsibility for own work, establish trust, and be receptive to feedback
- Relatable- Build genuine relationships. Be respectful and inclusive in decision making; work well with others regardless of level, background or opinions; maintain positive and professional relationships
- Efficient- Prioritize and execute day to day responsibilities to best respond to business demands. Maximize productivity and minimize wasted time.

SKILLS & ABILITIES

Education: Bachelor's Degree from a regionally accredited college or university in subject matter (or 24-30 credit hours in applicable subject matter with other degree)

Certifications and Credentials: Possession of, or the ability to obtain and maintain, valid fingerprint clearance and Highly Qualified for their content area.

Experience: 2+ years teaching/education experience

Computer Skills: Microsoft Office, Share Point

PHYSICAL DEMANDS

Physical Demands		Lift/Carry	
Stand	F (Frequently)	10 lbs or less	F (Frequently)
Walk	F (Frequently)	11-20 lbs	F (Frequently)
Sit	O (Occasionally)	21-50 lbs	O (Occasionally)
Handling / Fingering	F (Frequently)	51-100 lbs	N (Not Applicable)
Reach Outward	F (Frequently)	Over 100 lbs	N (Not Applicable)
Reach Above Shoulder	O (Occasionally)	Push/Pull	
Climb	N (Not Applicable)	12 lbs or less	F (Frequently)
Crawl	N (Not Applicable)	13-25 lbs	O (Occasionally)
Squat or Kneel	O (Occasionally)	26-40 lbs	O (Occasionally)
Bend	O (Occasionally)	41-100 lbs	N (Not Applicable)

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C (Constantly) Occupation requires this activity more than 66% of the time (5.5+ hrs/day)

Other Physical Requirements

Sense of Sound (Ability to hear verbal discussions.)

Sense of Smell

Sense of Touch

Signature: _____ Date: _____

The Company has reviewed this job description to ensure that essential functions and basic duties have been included. It is intended to provide guidelines for job expectations and the employee's ability to perform the position described. It is not intended to be construed as an exhaustive list of all functions, responsibilities, skills and abilities. Additional functions and requirements may be assigned by supervisors as deemed appropriate. This document does not represent a contract of employment, and the Company reserves the right to change this job description and/or assign tasks for the employee to perform, as the Company may deem appropriate.

BASIS CHARTER SCHOOLS

PARENT/STUDENT HANDBOOK

2016–2017



Parent Student Handbook (Page 23–24)

GRADES, AVERAGES, GPA

Course Progress Grade: during each Grading Period, the teacher (in grades K–4, the Subject Expert Teacher) enters the results of Student assessments in the PowerSchool Grade Book. The teacher sets up weights for different types of assessment according to the grading policy published in his/her Course syllabus. The system calculates the course progress Grade using these weights and any Grading Period-specific rules. The Grading Period-specific rules are related to the third Grading Period in grades 6 and 7, and the second Trimester in 8th grade. Course progress grades for these periods are modified to include the pre-comprehensive grade results. Assignments during pre-comprehensive and comprehensive review periods are not included in student grades. In grades 6 and 7, the system first calculates an average of all grades entered into the system before the beginning of the review period ('preliminary course average'), and then calculates the Course Progress Grade as an average of the 'preliminary course average' and the pre-comprehensive exam Grade.

In 8th grade, the system calculates an average of all grades entered to the system excluding the review period and the PreComp testing days ('preliminary course average'), and then calculates the course progress Grade as a weighted average of the 'preliminary course average' and the pre-comprehensive exam Grade. The 'preliminary course average' is weighted as 70% and the pre-comprehensive Grade as 30%.

- The Cumulative Course Average: calculated as a running cumulative average of the Course Progress Grades. For the courses graded on the A–F Simple or Qualified Scale, the algorithms use the percentage values of each Course Progress Grade. The average for the courses graded on the SPNU scale is not calculated.
- Cumulative Progress Average: calculated as the year-to-date average of all Course Progress Grades. For the courses graded on A–F Simple or Qualified Scale, the algorithms use the percentage values of each Course Progress Grade. The SPNU grades are not included.

FINAL COURSE GRADE:

Based on the course, the final course grade is calculated as follows:

For courses with a Comprehensive exam, the Final Course Grade is the average of the cumulative course Average after the last Grading Period (50%) and the comprehensive exam Score (50%).

For courses in which the student took an AP exam, the Final Grade is determined in accordance with the conversion rules summarized in the [AP Conversion table](#) (page

26).

For courses with a final exam or an AP course in which the student takes the AP-alternative exam, the weights assigned to the cumulative course average and to the final exam are set in the Course syllabus. AP Alternative exams are weighted at 40% of the Final Course Grade.

For courses graded on SPNU scale, the system assigns a numerical equivalent to the letter grade as follows: S = 4, P = 3, N = 2, and U = 1. The average point equivalent is then converted back to a letter grade based on the SPNU conversion table. For any other course, the Final Course Grade is equal to the Cumulative Course Average as of the fifth Grading Period or third Trimester.

- GPA: For students in grades K–7, the GPA is calculated as an average of the Course Final Grades and is reported as a percentage. Final grades for courses graded on the SPNU scale are not included. For students in grades 8–12, each Course Final Grade and Letter Grade (with the exception of SPNU grades) is converted using the 4.0 GPA scale.

EXAMS

- Pre-comprehensive and Comprehensive Exams: Cumulative exams designed, audited, and approved by BASIS.ed in cooperation with BASIS teachers. In most cases the pre-comprehensive and comprehensive exams are designed as 50% content common to all BASIS.ed-managed schools and 50% teacher-specific content. The purpose of the pre-comprehensive exam is to provide students with the experience of taking a cumulative examination and provide teachers, Parents, and students with invaluable information

Parent Student Handbook (Page 67–68)

HOMEWORK AND ABSENCES

When a student in grades K–8 is absent due to illness, injury, or family reasons, the School will use Homework Buddies (Please see your School'd Student Guidebook for more information on Homework Buddies). Students in grades 9–12 are expected to organize contact with the School on their own, but may contact the Dean for assistance in the case of a long-term, excused absence.

MAKE-UP WORK DUE TO EXCUSED ABSENCES

In grades K–4, the Kindergarten Teaching Fellow or the Learning Expert Teacher, will organize students' make-up work. For the students in higher grades, each teacher outlines his/her policy for the completion of missed homework assignments, quizzes, and tests in the Course syllabus. However, the general policy is as follows:

- The student is responsible for asking his/her teacher about all missed homework, quizzes, and tests upon his/her return.
- The teacher is responsible for outlining a time schedule for the completion of missed assignments, quizzes, and tests and clearly communicating this information to the student. The time available for completion of assignments depends on the length of absence.

H:3 Additional Materials

Policies – BASIS.ed Grading Policies

GRADING POLICIES, PROCEDURES, CREDITS, EXAMS

Grading Scales And Percentage Equivalents

Qualified A–F Scale

The School uses three types of grading scales, dependent on grade level and specific courses. These scales differ by the number of marking categories and the way the cumulative grades and average grades are calculated.

- **SPNU Scale:** Uses four marking categories: Superior, Pass, Needs Improvement, and Unsatisfactory. This scale is used in courses focused on skills, participation, and collaboration. SPNU is used in grades K–4 for non-core courses, in grades 5 and 6 for PE, and for all grades to assess term projects. The students in 12th grade will receive SPNU grades for college counseling and Senior Projects.
- **Simple A–F Scale:** Uses five marking categories: A, B, C, D, F. This scale is used for courses focusing on the mastery of specific levels of thinking and material retention. Simple A–F Scale is used in grades K–7 grades for all courses that are not assessed by SPNU scale as described above.
- **Qualified A–F scale:** Uses 12 marking categories: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. This scale is used in all courses taught in grades 8–12 to prepare students for the system that most colleges use.

Percentage equivalents: The letter grade for the Simple A–F and Qualified Scales is determined using a percentage conversion. The teacher assigns the weight of each type of assignment for his/her course and publishes this information in his/her syllabus. The student's Course Progress Grade is then calculated as a weighted average of all scores entered in the teacher's grade book during the Grading Period. Depending on the grade scale, this calculation divides the 0% to 100% interval to a different number of subintervals and assigns the Letter.

GRADES, AVERAGES, & GPA

Course progress Grade: during each grading period, the teacher (in grades K–4, the Subject Expert Teacher) enters the results of Student assessments in the PowerSchool Grade Book. The teacher sets up weights for different types of assessment according to the grading policy published in his/her Course syllabus. The system calculates the course progress Grade using these weights and any grading period-specific rules. The grading period-specific rules are related to the third grading period in grades 6 and 7, and the second trimester in 8th grade. Course progress grades for these periods are modified to include the pre-comprehensive grade results.

Assignments during pre-comprehensive and comprehensive review periods are not included in student grades.

For courses graded on SPNU scale, the system assigns a numerical equivalent to the letter grade as follows: S = 4, P = 3, N = 2, and U = 1. The average point equivalent is then converted back to a letter grade based on the SPNU conversion table. For any other course, the Final Course Grade is equal to the Cumulative Course Average as of the fifth Grading Period or third Trimester.

GPA: For students in grades K–7, the GPA is calculated as an average of the Course Final Grades and is reported as a percentage. Final grades for courses graded on the SPNU scale are not included. For students in grades 8–12, each Course Final Grade and Letter Grade (with the exception of SPNU grades) is converted using the 4.0 GPA scale.

GRADE REPORTS

Progress Grade Report

Students in grades K–7 receive Progress Grade Reports at the end of each Grading Period, with the exception of the fifth Grading Period when the students receive a Final Grade Report for the year.

The Progress Grade Reports include for all courses: Course Progress Grade and Cumulative Course Average, and Cumulative Progress Average.

Final Grade Report

In addition to all Course Progress Grades, the Final Grade Report includes:

- Grades K–5: the last Course Final Grades and percentage GPA.

H:3 Additional Materials

More Support Material – Kinder Info Night Agenda

Welcome to the BASIS Oro Valley KINDERGARTEN PREVIEW NIGHT April 30, 2016

Classroom Activities/Meet the Teachers

New kindergarten students and their parents will participate in mini-lessons with BASIS Oro Valley kindergarten teachers. The parents and students will be assigned to various classrooms and the teachers will rotate to do an activity.

Information Session

New kindergarten students and their parents will gather in the gym for an information session. Parents can learn about our school and the kindergarten program.

1. Welcome

2. Looking forward to K- 12!

3. Kindergarten at BASIS Oro Valley

- a. Classes
- b. Sample schedule
- c. Procedures

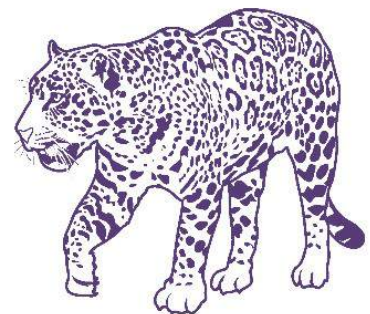
4. Preparing for the academic expectations

- a. Organization and communication
- b. Homework
- c. Support and resources

5. Summer preparation

- a. BOSS Camp
- b. Orientation and Open House

6. Q&A



H:3 Additional Materials

More Support Material – Kinder Student Information Sheet



Student Information Sheet

Dear parents: if you choose, please complete this form at your leisure and over the summer to return to your student's new teachers. Teachers find this information very helpful on the first day of school. The more we know about your student, the smoother we can help make the transition into kindergarten and BASIS. Your insight is extremely valuable- you know your child best! Please note that this does not replace any registration paperwork.

Student's name: _____

Nickname: _____ Birthday: _____

Best number(s) to reach you during the school day: _____

Best email address to reach you: _____

How will child get home/with whom? _____

Are there any other siblings at this school? Please list their names and grades: _____

Are there any holidays that your child does not observe or celebrate? _____

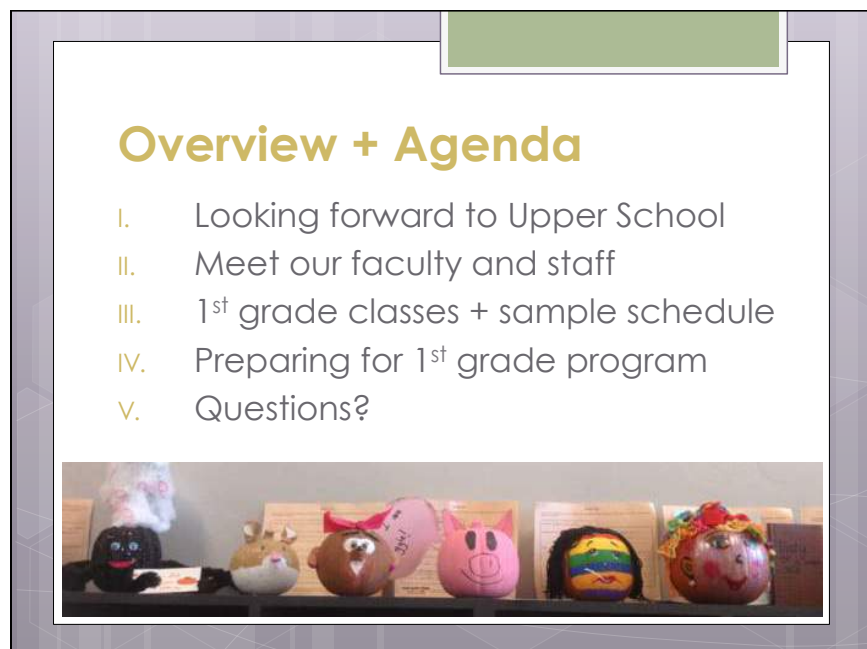
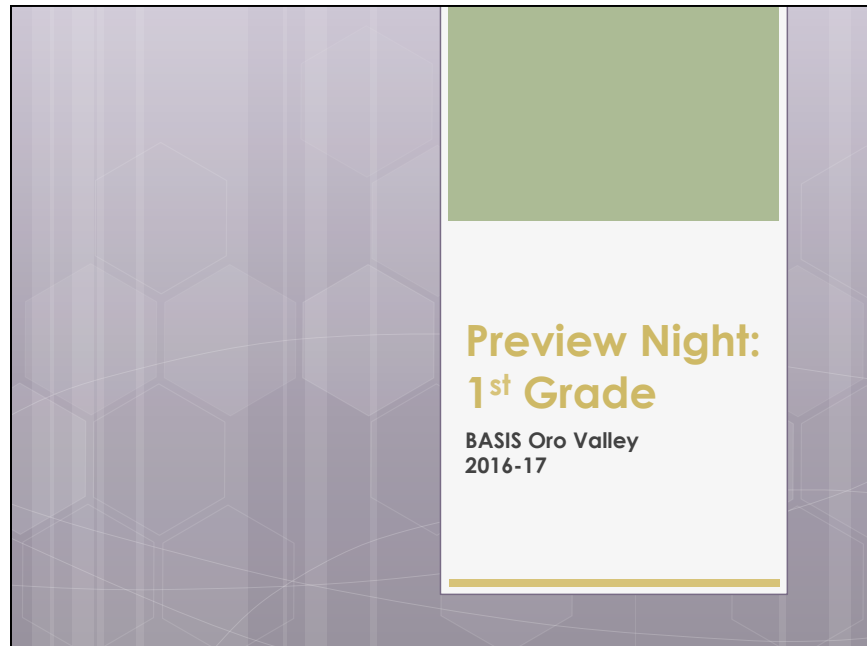
Does your child have any allergies or medical concerns that we need to be aware of?

What does your child like to do for fun at home? _____

What are some extra-curricular activities that your child participates in and enjoys?

H:3 Additional Materials

More Support Material – Preview Night 2016 Grades 1–6



Local

America's Most Challenging High Schools

national top 25 list for 2016

A

5

National Schools

Get Challenge Index scores for more than 2300 high schools nationwide.

RANK	SCHOOL	CITY	STATE	EB&E%	SUB & LUNCH	INDEX
1	BASIS Oro Valley	Oro Valley	AZ	100.00		20.444
2	BASIS Chandler	Chandler	AZ	100.00		20.067
3	Talented and Gifted	Dallas	TX	100.00	88.10	17.772
4	Science/Engineering Magnet	Dallas	TX	100.00	84.60	17.289
5	Accelerated Elementary and Secondary	Tucson	AZ	100.00	42.00	16.000
6	BASIS Tucson North	Tucson	AZ	100.00		14.905




EDUCATION



BASIS Oro Valley ranks #6 this year for all high schools in the USA!

We are also proud to note that three of our BASIS schools are ranked in the Top 10.

BASIS.ed schools recognized by U.S. News & World Report



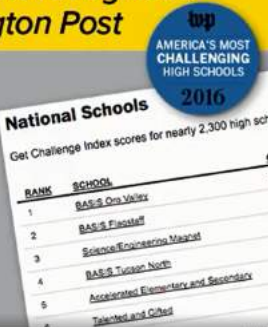
2016 BEST PUBLIC HIGH SCHOOLS IN THE U.S.

- BASIS Scottsdale Ranked #2
- BASIS Tucson North Ranked #3
- BASIS Oro Valley Ranked #6

BASIS.ed schools recognized by The Washington Post

MOST CHALLENGING HIGH SCHOOLS IN THE U.S.

- BASIS Oro Valley Ranked #1
- BASIS Flagstaff Ranked #2
- BASIS Tucson North Ranked #4



National Schools 2016

Get Challenge Index scores for nearly 2,300 high schools

RANK	SCHOOL
1	BASIS Oro Valley
2	BASIS Flagstaff
3	Science/Engineering Magnet
4	BASIS Tucson North
5	Accelerated Elementary and Secondary
6	Talented and Gifted

Brigham Young University, Provo
Brigham Young University, Idaho
Cal Polytechnic State University,
San Luis Obispo
California State Polytechnic
University, Pomona
California State University,
Monterey Bay
California State University,
Northridge

Emory University
Belmont University
Brandeis University
Fordham University
Georgia Institute of Technology
Hillsdale College
Macalester College
Arizona State University
Northern Arizona University
Embry-Riddle Aeronautical

Colorado School of Mines
Rensselaer Polytechnic Institute
Case Western Reserve University
Norwich University
Washington University in St. Louis
University of Portland
University of Rochester
Hawaii Pacific University
Illinois Wesleyan University (School
of Nursing)
Northeastern University
Pepperdine University
Purdue University

BASIS Oro Valley College Acceptances for 2016-17

The University of
Arizona



Harvard University



Yale University



Stanford University



Cornell University
Princeton University
Johns Hopkins University
University of Chicago
Boston University
New York University
Carnegie Mellon University

Michigan State University
Oregon State University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Cruz
University of Colorado at Boulder
University of Hawaii at Manoa
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Kentucky
University of Oregon
University of Utah
University of Washington
Virginia Tech



Courses in 1st Grade

- Humanities (Language Arts + Social Studies)
- Mathematics + Science
- Mandarin
- Physical Education, Kenpo
- Engineering/Technology
- Visual Arts
- Music
- Performing Arts/Drama
- Connections
- READ

Daily lessons,
85-minutes
each

Daily lessons,
40-minutes
each

1 lesson per
week,
85-minutes each

Daily lessons,
20-minutes each

Sample schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
1st 8:00-9:25	Humanities	Humanities	Humanities	Humanities	Humanities
9:30-9:45	Recess				
2nd 9:50-10:30	Mandarin	Mandarin	Mandarin	Mandarin	Mandarin
3rd 10:35-11:15	PE	Kenpo	PE	Kenpo	PE
11:20-11:50	Lunch and Recess				
4th 11:55-1:20	Math + Science	Math + Science	Math + Science	Math + Science	Math + Science
1:25-1:40	Recess				
5th 1:45-3:10	Connections	Visual Arts	Music	Engineering	Drama
6th 3:10-3:30	Read	Read	Read	Read	Read



1st Grade Workload

What to expect:

Organization and communication:

- Switching classes/rooms, SETs + LET
- Three 85-minute classes per day, two 40-minute and one 20-minute class, three recesses, lunch
- Cubbies
- Communication Journal (CJ)

Homework:

- Daily English and math, some study in Mandarin
- About 20-30 minutes a night



Course Description

In Humanities I, students will start to develop the foundational tools for reading and writing which include reading comprehension strategies, vocabulary enrichment, and phonics and grammar skills. In addition, they will begin to compare historical events, connect those events with their geographic locations, and compare the aspects of various forms of government to start to gain a more complete perspective of the world in which we live

Grading Policy

Grades for each grading period will be weighted as follows:

Classwork Completion and HW (weighted 10%)

- Classwork will be graded for completion and neatness.
- Students who do not complete classwork neatly and in a timely manner may be required to complete it at home but will only receive credit for work completed during class.
- Please see “Class Policy” for homework policy.

Quick Checks/Evidence of Learning (weighted 20%)

- After modeling and practicing, students will be assessed on part of the assignment
- response to instruction

Phonics, reading comprehension and other assessments (weighted 70%)

- Sentences containing spelling words will be dictated to students weekly.
- Reading comprehension assessments will be administered approximately every two weeks following guided reading instruction.
- Writing Final Drafts will be assessed using a rubric.
- Other assessments will be periodic and based on subject material covered in class.

Final Course Grade

- Per the BASIS handbook, the Final Course Grade is equal to the Cumulative Course Average as of the fifth grading period.

Classroom Policy

Classroom Rules

- Be safe

- Be respectful
- Be responsible

Student Code of Conduct*

- Promotes respect for fellow students and staff members
- Promotes respect for all individuals
- Promotes individual and community responsibility
- Provides a safe environment for students
- Provides a disruption-free, educational environment

Homework Policy

- Weekly homework will include reading a text and answering reading comprehension questions orally.
- Homework is due on Friday, unless notified otherwise. It will be graded as complete/incomplete. Homework that is not completed neatly will be returned to the student to be redone and will be due the next school day.
- Complete homework that is turned in when due will be given 100% credit.
- Late homework received within one school day (Monday) of due date will be given 70% credit. Late homework that is not received by the following Monday will receive 50% . Homework that is not turned in by the following Friday, will be given 0% credit.
- For every day a student is sick, he/she will be given an additional day to complete the homework.
- Challenge work may be offered but not required, and no extra credit

will be given. Homework and Absence*

- When a students misses an assessment they will be required to attend the next "Make-Up" afterschool student hour session.
- When a student is absent from school due to illness, injury, or family reasons, the school will use the Homework Buddy Program to assist students in keeping up with the lessons they are missing during their absence. Please refer to the school handbook for more information on the Homework Buddy Program.

Attendance and Absence Policies*

- To support learning, the parent is strongly encouraged to align all family vacations and personal events with the school calendar.
- The school academic program is very rigorous, so absences of any length are likely to jeopardize academic performance. Students are, therefore, required to attend all classes at all times. If this is not possible, students are required to complete all of the assigned make-up work.
- The Learning Expert Teacher will organize students' make up work due to excused absences.
- When a students misses an assessment they will be required to attend the next "Make-Up" afterschool student hour session.

*adapted from the school handbook

Instructional Materials

Type of Instructional Material: Required Instructional Material

ISBN	9780547885476
Author	James Baumann
Title	<i>Journeys Common Core Student Edition Volume 1 Grade 2</i>
Publisher	Houghton Mifflin Harcourt
Strategy	Loan to Student

Type of Instructional Material: Required Instructional Material	
ISBN	9780547885483
Author	James Baumann
Title	<i>Journeys Common Core Student Edition Volume 2 Grade 2</i>
Publisher	Houghton Mifflin Harcourt
Strategy	Loan to Student

http://www.spellingcity.com/Danley1/ [http://www.spellingcity.com/Danley1/]	
http://www.readworks.org/ [http://www.readworks.org/]	Evan-Moor Grammar and Punctuation 1 & 2 ebooks Evan-Moore Phonics C & D ebooks
http://www.learningstationmusic.com/ [http://www.learningstationmusic.com/]	The Story of the World Volumes 1-4
http://www.abcteach.com/ [http://www.abcteach.com/]	https://www.readinga-z.com/ [https://www.readinga-z.com/]
http://www.enchantedlearning.com/ Home.html [http://www.enchantedlearning.com/ Home.html]	http://www.readwritethink.org/ [http://www.readwritethink.org/]
	http://jr.brainpop.com [http://jr.brainpop.com]

Other Information

Classroom Materials

- Students must bring their Communication Journal ("CJ") to class every day. It is the most important tool for students to manage their work, and to record quizzes and other assignments.*
- Students are responsible for alerting their teachers to notes from their parent and alerting their parent to notes from the teachers or the school.*
- Mechanical pencils and pencil sharpeners will not be permitted in class.

Student Hours

- Student hours are Wednesdays 7:15-7:45 a.m. This time period is for reading intervention only. Student hours for "Make-Up" are Wednesdays 3:45 - 4:15 p.m.
- In order to optimize student instruction, students are asked to arrive no later than 5 minutes after student hours start.
- Students who arrive any later will be directed to either Early Birds or Late Birds.
- Student hours are primarily designed for additional academic support that the parent, Subject Expert Teacher and Learning Expert Teacher have deemed necessary for the student. Parent

Hours

- Parents may request a meeting at least 24 hours prior to their preferred date and time via email.

Parent and student acknowledgment

- Please sign and return the attached acknowledgment of your receipt of this syllabus.

*adapted from the school handbook

Syllabus Outline Lesson Units

Classroom Procedures and Policies
 Reading 1:1: Sequence of Events- Henry and Mudge Guided Reading 1:1 Phonics
 Screener/ Group Placement Dolch Words
 GP 1 - Dolch Pre-Primer Sight Words
 History GP 1: Ancient Egypt
 Grammar & Punctuation - GP 1: Sentences and Alphabetizing
 Writing GP 1: Narrative Non Fiction -
 Weekend News Phonics GP 1
 Short/Long Vowels and Consonants
 Reading 1:2: Compare/Contrast
 "Amazing Mummies"
 Guided Reading 1:2 Word Attack, Questioning,
 Compare/Contrast Reading 1:3 Author's Purpose -
 "Dogs" by Jennifer Blizin Gillis Guided Reading 1:3
 Author's Purpose, Analyze Evaluate
 Reading 2:1 - Cause/ Effect "Diary of a Spider" by Doreen Cronin
 Guided Reading Lesson 2:1 Cause/Effect, Summarize
 History GP 2: Christopher Columbus
 Dolch Words GP 2 - Dolch Primer Sight Words
 Geography GP2: Beginning Map Skills
 Grammar & Punctuation - GP 2: Nouns, Pronouns and Alphabetizing
 Phonics GP 2
 Digraphs,
 Combinations,
 Reading: 2:2
 Columbus
 Reading 2:3 -Story Structure "Teacher's Pets" by Dayle Ann Dodds
 Guided Reading 2:3 Story Structure, Visualization
 Writing GP 2: - Procedural and Friendly Letter
 Reading 3:1 -Draw Conclusions "The
 First Thanksgiving" Guided Reading 3:1
 Conclusions, Analyze/Evaluate
 Grammar & Punctuation - GP 3: Adjectives, Verbs, Contractions
 Geography GP3: Continents and Oceans
 History GP3: The Pilgrims and Native Americans
 Writing Unit GP3 - Poetry and Paragraphs
 Dolch Words GP 3 - Dolch 1st
 Grade Sight Words Phonics GP3
 Digraphs ,Blends Contractions
 Reading:3:2 "Colonial Life"
 Compare/Contrast
 Reading 3:3 -Text /Graphic Feature "Animals
 Building Homes" Guided Reading 3:3
 Text/Graphic Features, Questioning
 Reading 3:4 -Main Idea & Details "Super Storms" by Seymour Simon
 Guided Reading 3:4 Main Idea/
 Details, Visualize Reading 3:5
 Compare/Contrast- "World
 Holidays" Reading 3:6
 Characters- "Popperton in
 Winter"
 Reading 4:1 Characters, Summarize "How Chipmunk
 Got His Stripes" Guided Reading 4:1 Characters,
 summarize
 Writing GP 4: Opinion
 Grammar & Punctuation -GP 4: Compound Words, abbreviations

Dolch Words GP 4 - 2nd Grade Words
 Geography GP4: Other Physical Features of
 the Globe Phonics GP 4 Final Stables,
 Compound Words, Diphthongs
 Writing/History GP 4: American Heroes /
 Informative Writing Reading 4:2 -
 Fact/Opinion "Jellies" by Twig C. George
 Guided Reading 4:2 Fact/Opinion, Monitor
 and Clarify
 Guided reading
 comprehension
 questions
 Reading 4:3 Author's Purpose "Helen Keller"
 Guided Reading 4:3 Auth Purpose, Genre, summary
 Reading 5:1 Conclusions "Click, Clack, Moo:
 Cows that Type" Guided Reading 5:1
 Conclusion, Infer and Predict
 Grammar & Punctuation -GP 5: Commas, Quotation Marks, possessives
 History GP 5: Local state symbols
 Geography GP5: Physical features of local state
 Phonics GP 5 Suffixes, Syllabication
 Dolch Sight Words GP5- Third Grade List
 Reading 5:2 Cause/effect
 "Officer Buckle & Gloria Guided
 Reading 5:2 Cause/Effect
 Monitor/Clarify Writing GP:5:1
 Realistic Fiction
 Writing Unit GP 5:2 Fictional Narrative
 Reading 5:3 Characters, Story Structure- Dex the Heart of a Hero

H:3 Additional Materials

More Support Material – Course Descriptions, K–4

Below is a description of our courses in grades K-4, highlighting the instructional strategies utilized in each course.

Kindergarten

Math Foundations uses Saxon Math Grade 1, which focuses on number handwriting, number recognition, word problems, word sentences, patterns, geometry, money, tallies, graphing, time, fractions, skip counting, number grouping, addition, subtraction, fact families, one-to-one correspondence, and problem solving.

At the beginning of each day, classes complete the Morning Meeting portion of the Saxon lesson. The Morning Meeting will teach parts of the calendar, counting, patterns, weather, money, graphing, time, tally marks, skip counting, date recognition and writing, and temperature. Then, the students will begin the Saxon lesson of the day. Each lesson has a guided teaching portion to introduce or review a topic, and hands on activities to help apply the new topic. After the lesson, the students will have a class math facts sheet to complete, and a class lesson worksheet to complete as a whole group, with the teachers. On the backs of each of these worksheets is lesson that the students will complete after school as homework. Chunking and spiraling the lessons, and doing a mix of individual, small-group, whole class, and home work time, allows students to move at a more accelerated pace and get through many first grade math Common Core standards as well as Kindergarten standards. Strategies include songs, repetition, guided practice, and small group work; teachers will provide differentiated activities that keep students of all learning styles engaged. Students' progress in numeracy skills is tracked; Teachers and Teaching Fellows work with students one-on-one and with caregivers to determine how best to meet the learning needs of each child. If it is determined that learning interventions are needed, appropriate documentation and communication will be concurrent.

Language and Literacy Foundations is a rigorous and engaging program teaching phonics, whole language, writing, grammar, reading strategies, and reading. The teachers will use many tools when teaching these concepts through centers, small groups, whole groups, songs, dances, rhymes, reading and more. Having two teachers in the room will provide differentiated learning based on students' levels, and allows for more frequent individual assessments of oral fluency, beginning reading comprehension, and writing skills. All BDC Kinder students are given multiple diagnostic tests to assess their literacy skills and progress, including BASIS-designed baseline and benchmark tests, and an external reading assessment (AIMSweb and Lexia are used throughout the BASIS network). The phonics portion of the day is when students will practice and demonstrate letter recognition, letter sound recognition, word families, sight words, deletion, segmentation, isolation, punctuation, grammar, capitalization, long vowels, short vowels, digraphs, vowel team combinations, tenses, and r-controlled sets. BDC assures that the content specified in the Common Core for Kindergarten will be met, and in many cases exceeded, by our instruction. By the end of the year, students will have mastered at least these concepts: Directionality of print, basic reading comprehension and fluency, literary elements, text features, structure and elements

of various genres, parts of a book, connections to books, reading strategies, blending, phoneme manipulation, word families, syllables, word segmentations, sight words, high-frequency words, basic grammar, basic parts of speech, punctuation, writing letters, writing words, writing sentences, writing multiple sentences correctly, and writing in different genres.

Strategies for reading instruction include using a wide variety of print sources and manipulatives each day, using formal and informal assessments to structure the pace of literacy instruction, and providing dozens of opportunities to practice sight words and decoding throughout the day, not just in this course. Teachers present meaningful purposes for writing, including writing letters to loved ones, drawing from personal experiences, finishing and creating stories, and so on. Kindergarten teachers and their Teaching Fellows work with caregivers and our Exceptional Student Services team to create and adapt intervention and proficiency plans for students who are not consistently demonstrating progress in literacy; communication with caregivers begins immediately.

In **Civics, History, and Science Foundations**, teachers introduce topics that will be reintroduced at a deeper level later in their BASIS journey. It is an integrated block in which students learn about the world and peoples around them and around the world. At the end of Kindergarten, BDC students will have been introduced to these concepts through thematic units of instruction: Science: Farmers, Weather, Scientific Method, Animal Husbandry, Dinosaurs, Food Chains, Solar System, Plant Life Cycle and Parts, Animal Life Cycle and Parts, Human Body, Insects, Mammals, Living vs. Non-Living, Local Animals and Plants and their habitats and adaptation, Physics, Magnets, Force and Motion, Geology, Man-Made vs. Natural, 3 R's (Reduce, Reuse, Recycle), and so on. Social Studies and Civics topics: Astronauts, Civil Rights and Activists, Columbus, Native Americans, 13 Colonies, Revolutionary War, Presidents: Washington & Lincoln, Current News, Voting, Citizenship, Community Workers, Constitution, National Symbols and History, National Holidays, Local State Symbols and History, 50 States and Capitals, Maps and Globes, Continents and Oceans, Early Explorers, and Early Civilizations.

Strategies include reinforcing reading and writing practices, singing songs, teacher read-alouds, conducting classroom experiments, and going outside when possible. Teachers keep a focus on inquiry as students learn about the world around them, and continually pique students' natural curiosity. In this course, it is particularly important to draw on students' prior understandings of the physical world and of communities in order to make connections with new material, particularly for students with disabilities. Teachers use guided questions and meaningful discussion prompts to engage students in unfamiliar perspectives. Graphic organizers, posters, and illustrated books are especially engaging for English Language Learners; explicit vocabulary instruction aids in communicating new ideas.

Movement & Health Foundations: The students will receive excellent practice building their fine and gross motor skills in Movement & Health Foundation. They will continue to cultivate the foundations of coordination, strength and flexibility, good sportsmanship, sports and game play, rules & procedures, equipment use, and teamwork. Students will learn the basics of body parts and functions, healthy habits, safety practices during activities, what to do when they are hurt or feel threatened, and the links between daily physical activity and optimal health and well-being. BDC assures that requirements and standards for Physical Education and Health will be met or exceeded through our Kindergarten's multiple recess, free play, and PE periods. A variety of activities suitable for students with disabilities are utilized at every

BASIS Kindergarten, and the instructional focus is on mindfulness of body movement and choices, whatever the skill or ability of the child.

Engineering & Technology Foundations teachers guide children to investigate, innovate, build and use natural and manmade materials to investigate science, technology, engineering and math concepts. Beyond problem-solving, students will also learn to reflect on and evaluate their decisions to find better solutions, which cultivates a real-world knowledge of trial and error, and emphasizes the importance of a solid process rather than merely a beautiful product. Students explore engineering vocabulary and techniques, and develop logic and relationships skills through unique and meaningful projects. BASIS teachers widely differentiate their instruction in this course to fit the needs and progress of their students. Advanced students may spend more time developing applications for projects outside the current scope; group work allows students with language or learning difficulties to contribute to a shared building goal at their pace, level, or understanding; and a process of reflection after each step of a project encourages intentionality in student actions.

Mandarin: The students begin their second language education as early as possible in their educational journey, which is developmentally the best time to begin. An expert teacher in Mandarin will create an interactive Mandarin environment to cultivate the love of this beautiful and valuable language. The Mandarin expert will introduce and help prepare the students for Mandarin in the future grades through songs, writing and reading characters, and repeating the different pronunciations in the language. This will help provide a foundational familiarity with Mandarin that will be useful to students choosing it as their foreign language option in middle and high school at BASIS. Gesturing, pantomime, direct association between physical objects and written/spoken words, and matching games are strategies that benefit all learners, including students with disabilities and ELLs, and that draw hesitant or shy learners into the lesson.

In **Performance Arts, Visual Arts, and Music Foundations**, teachers plan hands-on, creative, and artful ways to build on the content of the core courses (such as creating colorful hats depicting the life cycle of frogs, learning songs about historical figures, etc.). These creative classrooms will allow students to build on their small and gross motor skills as they express themselves artistically. Having three different arts classes helps develop students' skills and artistic awareness in myriad ways. Instructional strategies include direct and repeated instruction on process (gathering materials, rinsing out a paintbrush in water before dipping it into a new color, hanging paintings to dry), encouraging the use of communication skills to show appreciation for one another's work, promoting teamwork and shared goals (putting on a successful skit or singing a song in "rounds"), describing (and then performing) the importance of harmony and synthesis, praising creativity and enjoyment over artistic skill, and helping students make connections between content in the core courses through artistic expression. Students of all abilities and range of English proficiency can be successful in art classes; these courses can be an important way to develop all students' confidence and comfort in a school setting and with the two caring teachers in the room.

Primary Grades– 1-4

READ

BASIS believes that primary students should spend time throughout the school day reading quietly and independently at their individual level, writing about what they read, reflecting on how the texts they read connect to their lives and other coursework, and discussing books with small groups of peers. The **READ** coursework is not completed for a grade, but is instead intended to support students' love of literature and connect with themes that are being studied in other courses.

Each day, students read for approximately twenty minutes, and students in third and fourth grades journal several times a week as well. Their journals are centered on Text Connections, in which students write about how what they read connects to the world (both current events and history), to themselves (their experiences and their hopes for the future), and other texts they have read in school and outside of BASIS. Teachers provide journal prompts for students of increasing complexity, so that students are constantly engaging in literacy activities that challenge them to grow. Prompts feature the vocabulary of reading strategies, so students are comfortable with terms like question, visualize, monitor and clarify, summarize, sequence, analyze and evaluate, and infer and predict. Students are encouraged to reflect on character traits and motivation as well as how characters change over the course of the book, and to evaluate the effects of characters' choices on the overall plot. Additionally, students are prompted to consider how text and graphic features (photos/illustrations, chapter titles, captions, etc.) contribute to their understanding of the text, while also utilizing resources such as dictionaries, indexes, glossaries, and search engines to better understand the text. Such mindful utilization of text features and resources as an integral part of the reading process is good practice for use in students' other classes, and ensures that by the time they enter the BASIS lower-school program in grade 5, they are comfortable and successful consumers of print.

Occasionally (once every week or two), students meet with their book clubs to discuss their impressions of what they read. Students refer to their journal responses so that their discussions are framed by prompts, but can also flow organically according to students' impressions—book clubs contribute to meeting Common Core standards for Speaking & Listening without the pressure that sometimes accompanies presentations and group work in other classes. The diversity of the students' backgrounds and perspectives makes each book club an illuminating experience, and the small-group format allows even elementary students the autonomy to direct their learning in an authentic way. These discussions have an additional benefit of acting as scaffolding for content-based discussions in other classes, and for increasing students' confidence in their ability to make meaningful contributions to conversations with their peers.

The format of READ is ideal for all BASIS elementary students as diverse learners with a variety of needs. It is especially ideal, however, for English Language Learners (ELLs) and students with disabilities, as they can proceed at their pace, and can benefit from additional help from their classroom teachers as needed during this independent work time. Alternate choices of reading materials can help students increase their Lexile levels, and teachers pull out students as needed for reading aloud, which helps increase students' fluency and pronunciation. Teachers can provide additional support for students as they learn vocabulary, idioms, and context as necessary, and as dictated by each student's IEP, 504 plan, or Individual Language Proficiency Plan.

Humanities

For 85 minutes each day, BASIS students in grades 1-4 take **Humanities**, a combination of Language Arts and Social Studies. Rather than divide this into two separate courses, BASIS believes that an integrated approach allows students both to learn concepts at a greater depth, and to spend more time writing and researching—that, is, producing the artifacts of a liberal arts education.

In the Language Arts component, direct instruction is provided in the written and oral conventions of the English language. Students access their prior knowledge of grammar as they review components of grammar from prior years, and build on this with more advanced content—this is the spiraling of content which is one of the hallmarks of BASIS instructional strategy. Instruction in the conventions of Written Language is provided throughout the year in a progression of mini-lessons and as part of writing and research units. All students benefit from approaching grammar and writing techniques through visual aids, diagramming sentences, and graphic organizers; these provide additional benefit and focus for ELLs and SWD.

Lesson Units include instruction on and review of reading comprehension skills, author's purpose, sequence and structure of texts, and features and genres of fiction and nonfiction. Historical fiction, primary and secondary sources, biographies and autobiographies, and poetry and drama that are related to the social studies topics deeply engage students in the material. Individual and small group research assignments with components of peer feedback, in which students help each other with making lists of sources (paving the way for works cited pages in 5th grade and above), foster interpersonal relationships in the BASIS community among diverse learners, and help students learn the conventions of the research paper. Students strengthen the essential tools of reading and writing needed to succeed at the high level in the English Language Arts in the middle school program at BASIS DC.

Concurrently, in the social studies component, students develop an understanding of the relationships among concepts and events in the different disciplines of social studies: history, geography, government, citizenship, culture, social studies skills, economics, and science/technology/society. Major assignments include comparing historical events, presenting opinions supported by historical evidence, identifying and evaluating different points of view, exploring the lives of key figures throughout Texas history, and completing map work; thereby gaining a more complete perspective of the world in which we live. They will develop problem-solving and critical thinking skills throughout the course, and understand the explicit vocabulary associated with critical reading and thinking (*analyze, interpret, evaluate, etc.*) as important parts of thinking like a historian.

A strategy to assess student learning in BASIS's integrated Humanities 4 course is a small-group genre study project centered on one of the Founding Fathers, at the culmination of a lesson unit on the American Revolution. Students build on their prior experiences with genre studies, as they have the option of writing a narrative, an excerpt from an autobiography/journal, a newspaper article, a letter, a poem, etc. Mini-lessons on audience, author's purpose, and genre conventions are tailored to students' strengths, areas for improvement, and individual accommodation plans. Teachers can provide individual assistance to students who need it, while more advanced students are able to work more independently and assist each other. Requiring and providing feedback on students' step-by-step research plans helps them to maintain organization as they work on their projects, and allows even struggling students the opportunity to strengthen their social studies skills in increments they can manage. Doing in-depth

projects such as this provide an important foundation for the research and the advanced social studies content BASIS DC students must master in later years.

Connections

The **Connections** course will be taught once per week. Students will use hands-on, project-based approaches to create unique solutions to scenario-based problems which require the utilization of knowledge and skills taught in their other classes. The Connections course is designed to increase interpersonal skills, build critical thinking skills, enrich the content learned in other courses, and allow students to showcase and refine their creative minds. Connections allows students to further integrate the concepts they learn in their other courses in a lively, tactile, and experiential way. This course allows all students to examine their culture, and is an important way for English Language Learners to become more familiar with the way language and vocabulary shape culture in the District of Columbia. Students with disabilities benefit from the multidisciplinary approach to the content, from the songs and music played in class, and from the many graphic organizers, photos, and other visuals used to describe elements of culture and economy. Sample projects include building a replica of a pilgrim settlement in the colonial period of the United States (synthesizing students' Engineering and Technology, Humanities, and Math and Science classes, as they factor in the climate, available building materials, history of the people in question [as well as the Native Americans with whom they might have had contact], and so on), an ancient Egyptian marketplace with a bartering economy (synthesizing Humanities, Math and Science, and Visual Arts as they attempt to barter for goods with each other, and preparing students for their Economics course in grade 8 at BASIS DC).

Math/Science

The **Math/Science** block is taught for 85 minutes each day. All BASIS.ed schools use Saxon Math Curriculum as the foundation for math instruction from basic numeracy skills through Calculus. Our philosophy is that students learn best when broader topics are introduced in smaller segments with ample time to practice new additions; Saxon Math fits this philosophy perfectly. Saxon's incremental learning style, spiraling topics, and cumulative homework problem sets not only give students the practice they need, but also strengthen fundamental skills. Each day a new topic is introduced, and older topics are reviewed. This constant review helps students retain important mathematical concepts, and the daily cycle of new concept, practice, and review old material helps students maintain positive and productive routines. Although we accelerate the Saxon sequence in the early years (Kindergarten students complete Saxon Math 1), we do not skip topics or alter homework assignments within the texts (except, of course, where dictated by a student's intervention plan, IEP, Language Plan, or 504 Plan). In order for students to master the material, we cultivate a classroom environment that is student-centered, where the majority of class time is devoted to correcting and completing homework under the guidance of our expert teachers.

The purpose of the combined Math & Science course is to convey relevant connections between the two subjects. This cross-disciplinary approach teaches students that math is a powerful tool necessary to understand and change the world. While significant time is devoted to the instruction of Mathematics, the connections between math and science are highlighted during science labs, during which students may be asked to collect, record, and interpret data; apply measurement skills; and use graphs to organize and present information. The use of manipulatives and hands-on approaches occur as much as possible, promoting a deeper understanding of topics while nurturing multiple learning styles including kinesthetic

and tactile learning. Students will see that science and mathematics are used in everyday life, and they will develop critical thinking skills as they design experiments and practice mathematics skills.

Engineering and Technology

The **Engineering and Technology** courses provided in the BDC primary program introduce students to a variety of engineering discourses and techniques through a focus on the engineering design process. Students develop problem solving, logic, and relationship skills through unique and meaningful projects that also incorporate math skills. Solutions created by the students are analyzed, reported, and communicated using a variety of media. Students engage in hands-on, real-world projects to gain an appreciation for social and political needs and technologies. This course's emphasis on process, rather than product, and analysis of the outcomes rather than evaluation of them, allows students an opportunity to develop an academic mindset. The ability to step back from an assignment, plan out the materials and process needed, adapt timelines and resources, and reflect on the successes and setbacks of a project are mature academic skills. BASIS.ed students practice these daily and master them early, for their benefit in tackling advanced coursework independently and resourcefully.

Mandarin in grades 1-4 continues to introduce students to a language other than English. Students develop listening, reading, writing and speaking skills. Our Mandarin courses involves the use of both Pinyin and Chinese characters. Students also learn about life and culture in China, sing songs, and make art using their increasing knowledge of Mandarin.

From Pre-kindergarten through 4th grade, BASIS students are introduced to Mandarin as a complement to their studies in other disciplines. It is widely accepted that learning a second language aids in students' critical thinking skills, free-thinking, creativity, and mental flexibility, but the study of Mandarin in particular affords our students special gains. Recent studies have shown that learning Mandarin develops new pathways not only in the left temporal lobe of the brain in native English speakers, but in fact utilizes both temporal lobes. Given the emphasis on ordering, grouping, and distinguishing between similarities and differences in character writing and intonation, Mandarin causes students to stretch their mathematical abilities.

In **P.E./Health**, students enjoy traditional games and sports; learn about health, nutrition, and safety; and participate in martial arts lessons to improve strength, coordination, and flexibility. PE courses improve students' locomotor skills, stability skills, and manipulative skills, teach teamwork, and provide daily vigorous activity.

Fine Arts

The BASIS primary **Fine Arts Block** allows students to experience a variety of artistic disciplines. The **Music** program is sequentially designed to provide essential experiences in the five conceptual areas of music: rhythm, melody, harmony, form and expression. Each elemental area of music is taught through a wide range of musical processes: moving, speaking/singing, listening, playing, reading/notating, and creating/improvising. Students are given an opportunity at various grade-level performances throughout the school year to present material and concepts they have learned in class.

The goals of our elementary music education program are to develop good musicianship, provide each child with a solid foundation for further music study, appreciation, participation and ultimately to enrich the lives of children – aesthetically, socially, academically and personally.

In **Performance Arts**, students will explore the magic of theatre while building confidence and public speaking skills. With a focus on improvisation and performance, the students will be engaged from day one. We will explore different styles of theatre, puppetry, improvisation, movement, and performance.

The **Visual Arts** course exposes students to a wide range of Visual Art techniques and provides students with an introduction to Art History. This course will be taught thematically, exploring the answers to an overarching question each grading period. Students will develop and refine fine motor skills by working with a variety of materials while making cross-cultural connections through the arts. Visual Arts inspires students to explore and develop creative and innovative ideas, preparing them for a variety of future interests, as well as establishing an overall appreciation for the arts.

H:3 Additional Materials

More Support Material – BOSS Student Packet



BOSS

BASIS Organization Skills for Success

Student Name _____

Group _____

Summer 2011



BOSS

BASIS Organization Skills for Success

School Preparation

- Classroom preparation
- Confidence for success
- Basic organization
- Memorization and study tools
- Reading and note taking
- School environment
- Reinforce academic abilities
- Focus on time management
- Student communications

Abbreviations - Bullet Point Outline

- **P & R**
 - Preparation and Responsibility
- **S & H**
 - Safety and Health
- **O & O**
 - Order and Organization
- **C & T**
 - Communication and Tutoring
- **F & F**
 - Field Trips and Fun



BOSS

BASIS Organization Skills for Success

Preparation & Responsibility

1. BASIS Transition – Introductions

BOSS Teacher: _____

2. Student Introductions

Who (first and last name)

Where (last school attended)

3. BASIS Organization – Activity (Concept Map)

Multiple teachers/Multiple classrooms– teacher lists

BASIS student grade specific schedules– SAMPLES

4. Student Responsibility - Role as a BASIS Bulldog

- pride in our school, pride in our academics
- pride in each other and ourselves
- No Bullying Tolerance – AZ STATE LAW
- Handbook
 - rules and regulations (BASIS policies)
 - FIVE – Freeze...
 - Discipline Violations (DV)
 - Write-Ups (WU) - Office Referrals
- Parent's role – support YOU!
 - It's up to YOU > to learn, to communicate, to succeed!

5. Group Memorization Activity

Student names/alphabetical by group/simple memorization

6. BASIS Paper Heading

Following instructions (demonstration):

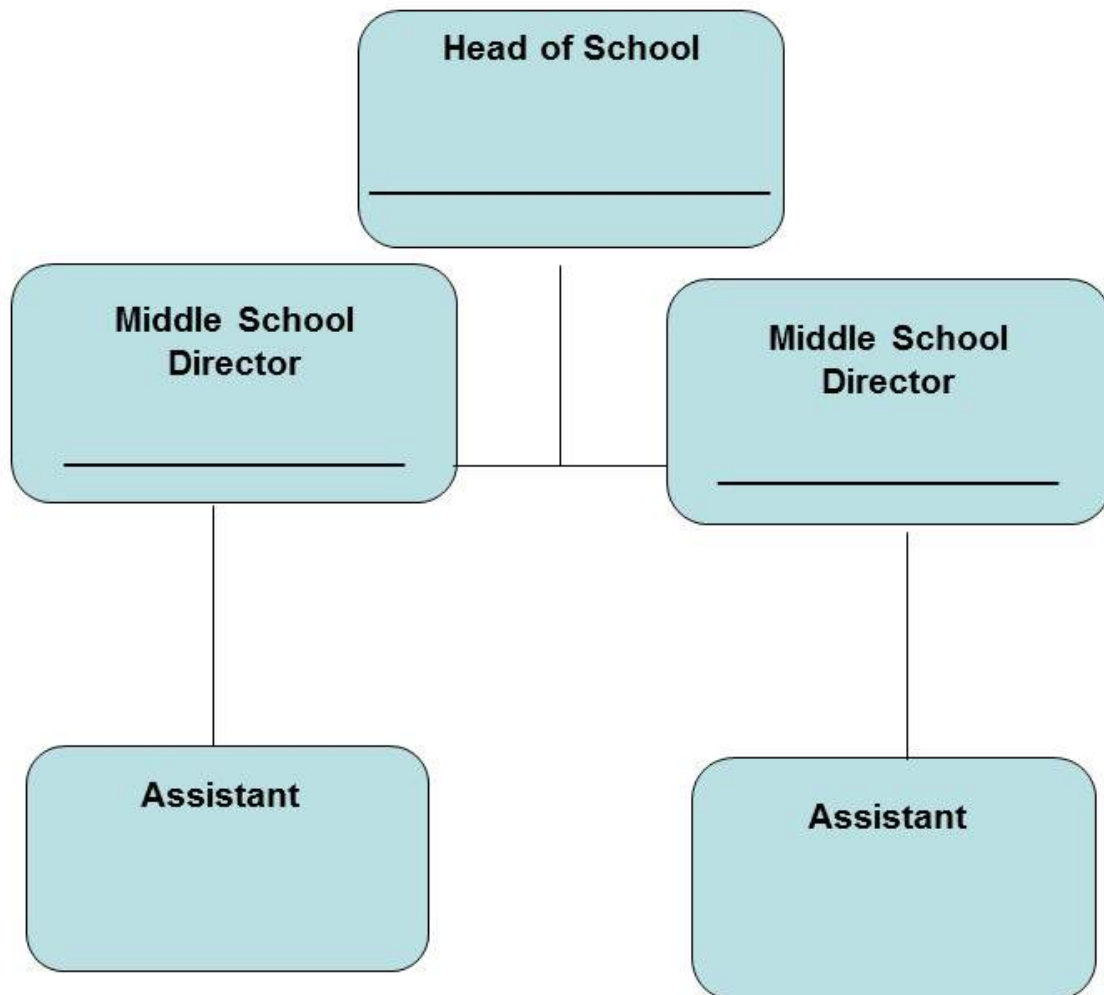
- Name Tag Activity – metric measurement tools

7. Syllabus – Class Sample

Summary or outline of a course of study, classroom materials, rules, grading policy, discipline policies, etc.

4

**BASIS Organization Structure
Concept Map**



BASIS Scottsdale Middle School
5th Grade Instructors/Teachers

SUBJECT	TEACHER
Art	
Classics	
Geography	
Language Arts	
Latin	
Math	
Music	
PE-Karate	
Science	

BASIS Scottsdale School
Instructors/Teachers

SUBJECT	TEACHER
Art	
Biology	
Chemistry	
English	
History	
Latin	
Math	
Music	
P.E.	
Physics	

7

NAME TAG ACTIVITY

Course: BOSS – BASIS Organization Skills for Success

Activity: Student Name Tag Development and Memorization

Objective: Follow directions and learn by simple memorization

Purpose: Students will develop listening skills by following verbal directions and watching the name tag development. Students will work in groups and learn the names of classmates by repetition and memorization (sequential alphabetical order). Student white board activity and board note taking skills will be introduced as well as metric measurement.

Materials:

- One-half sheet colored construction paper
- Metric ruler
- Pencil / Paper
- Markers / White Board

Directions: The teacher will explain and demonstrate the correct way to make the BOSS student name tag.

A. Making the BOSS Name Tag

1. Take the one-half sheet of colored construction paper and fold in half horizontally. (explain horizontal vs. vertical)
 - a. Create the "name space"
 - Measure 2 cm from the bottom – unfolded horizontal edge
 - Make a small mark on the left side at 2cm
 - Make a small mark on the right side at 2 cm
 - Lightly draw a straight line connecting the pencil marks
 - Repeat 5 cm from the bottom unfolded horizontal edge
- Begin first name 5 cm from left side (students may assist each other)
- Students will print FIRST NAME ONLY in the "name space"
- Place name tag on the front of desk

B. Group Activity

1. Students get into groups alphabetically by FIRST name
 - a. Teacher leads – 4 to 5 groups
2. Students put names on white board in alphabetical order
3. Teacher leads memorization - with taps on white board by each name in Group 1 – ONLY
 - a. Group 2 (Day 2), Group 3(Day 3), Group 4 /5 (Day 4)
4. Teacher proceeds to go faster – with "a beat"/erases letters/names
5. Hand out one piece of lined paper –Students copy ALL names

BASIS PAPER HEADING

Course: BOSS – BASIS Organization Skills for Success

Activity: BASIS Heading on Paper

Objective: Learn BASIS paper heading standard

Purpose: Students will learn the standard BASIS heading that is placed on each student assignment.

Materials:

- Paper
- Pencil / Pen

Directions: Teacher will explain and demonstrate the correct BASIS heading

A. Standard Heading on Paper

1. Heading Placement

Top of Page

Left edge of heading starts in Middle of Page

- Curl paper in half and make a “small” crease at top
- Align heading lines on the left (middle – at crease)

2. Heading Format

- First name Last name – Grade Group
- Subject – Teacher
- Date in Month DD, YYYY

SAMPLE: Heading on Paper-Top Margin

**Betty Smith – 5Na
Science – Ms. Biology
August 9, 2010**

BOSS

BASIS Organization Skills for Success

FIVE

5 – Freeze

4 - Eyes on Me

3 - Put things down

2 - Wait patiently

1 - Listen



10

BOSS

BASIS Organization Skills for Success

Classroom Preparation

- Enter / Exit classroom
- Agenda / Homework
- Rest room: "sign-out/sign-in" policy
- Kleenex, pencil sharpening, waste basket
- BASIS Heading – Paper Activity
 - practice, practice, practice LEARN
- On the Clock/On the Top - Activity →
- Volunteers/No Hands (Cold Call)
- Pass Option – One Time! → (Opt-out)

3 Bs: →

- Be on Time
- Be Polite
- Be Prepared

Classroom supplies:

- Binder / Notebook
- Pencils Pens
- Paper
- Communication Journal (CJ) – SAMPLE PAGE
 - Write in CJ - Homework
- Other teacher specific requirements



Communication Journal fee = _____

Locker Rental fee = _____

TOTAL = _____

BRING NEXT DAY _____ (partner check)

BOSS

BASIS Organization Skills for Success

Safety and Health

School Environment

- Drop off / Pick up
 - Parking Lot
 - Walking or riding bike home **NEED** a permission slip “to walk off campus form” and **MUST** sign out - **EVERY DAY**.
 - Early Bird / Late Bird – parent must walk in and sign you in/out
 - After school activities: Pick-up needs to be prompt!
- Hallway
 - Walking directions → Activity - walk halls!
- Classroom
 - BASIC rules: 3Bs = Be Prepared, Be on Time, Be Polite
 - Check desks for marks, excess dirt, gum – report to teacher
 - Supplies under desk – NOT on back of chair or in walkway
- Lunchroom
 - Supervisors: (2) _____
- Restroom
 - Sign-in/Sign out form
 - Clean, neat – respect or report
 - Hand washing: Easy as 1, 2, 3
 - Poster > student demonstrations > practice makes perfect
- Coughing, Sneezing
 - Medical handout – *not sharing is caring*
 - Kleenex – Paper towels
- Home sick (call in)
- **HOMEWORK BUDDY Packet**
 - Review form

12

BOSS

BASIS Organization Skills for Success

Safety and Health

Fire Drill

Emergency Forms

ROOM NUMBER

- First student out / Last student out

- Fire Drill Walk
 - *WALK WITH A PURPOSE*
 - *feet stay on sidewalk*
 - *No Talking*
 - *No Touching...*
 - *each other*
 - *walls*
 - *plants*
 - Fire Drill Exit
 - Fire Drill attendance



Practice until Perfect...

Practice until Perfect...

Practice until Perfect...

BOSS

BASIS Organization Skills for Success

Order and Organization

- LEARNING TO BE ORGANIZED IS A PROCESS
 - Getting up in the morning / driving to school
 - What do you do that is a process? _____
- Multiple classrooms / Multiple teachers
 - MULTITASK
 - Teachers are subject specific
 - Teachers will have different expectations

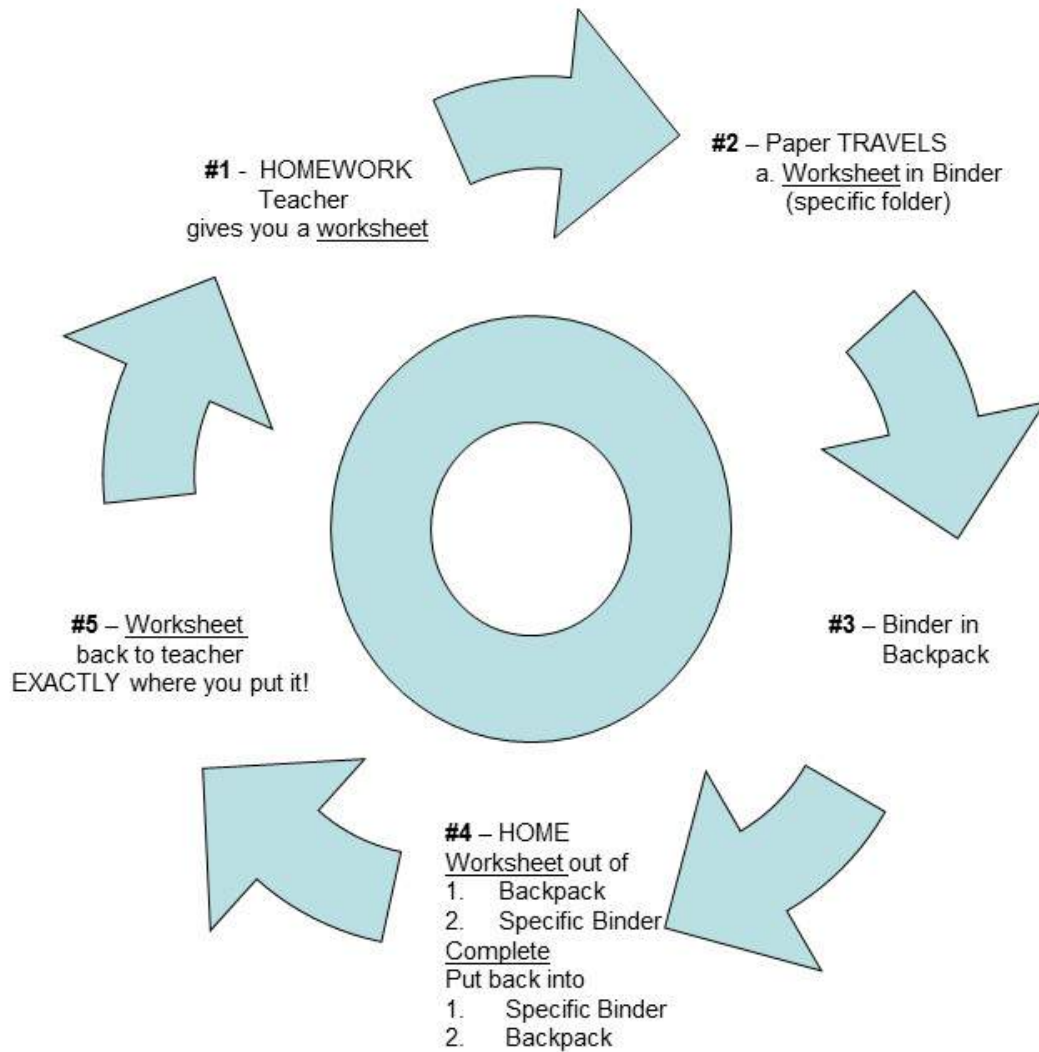
Organization is a Learned Skill

Management of YOUR space – YOUR stuff!

- Your room
- Your closet
- Your desk
- Your locker
- Your binder
- Your PAPER Flow



BOSS
BASIS Organization Skills for Success
PAPER FLOW PROCESS



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BASIS Organization Skills for Success



THE BINDER

- 2" ring size
- Shoulder strap
- Recommend 6-8 folder inserts -or-
- Plastic dividers with pouch/pocket
- Pen/pencil zippered 3-ring pouch/holder

Separate sections for each subject

- > plastic dividers
- > accordion file system

IN ORDER

1st period –to- last period

COLOR CODE

THE LOCKER

- Out-fit it (decorate a little)
 - Shelves
 - Holders/magnets
- Set it up
 - Binder/CJ

IN ORDER

1st period –to- last period

- **Morning Classes**
- **Afternoon Classes**
- After School
- **Daily up-keep**
 - *like your hair*
- Map it-Draw it
- Keep it Organized!

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Order and Organization

Desk
Binder
Locker
Backpack
Home

- **Learning Styles**

- Verbal
- Auditory
- Tactile

- **Studying Styles**

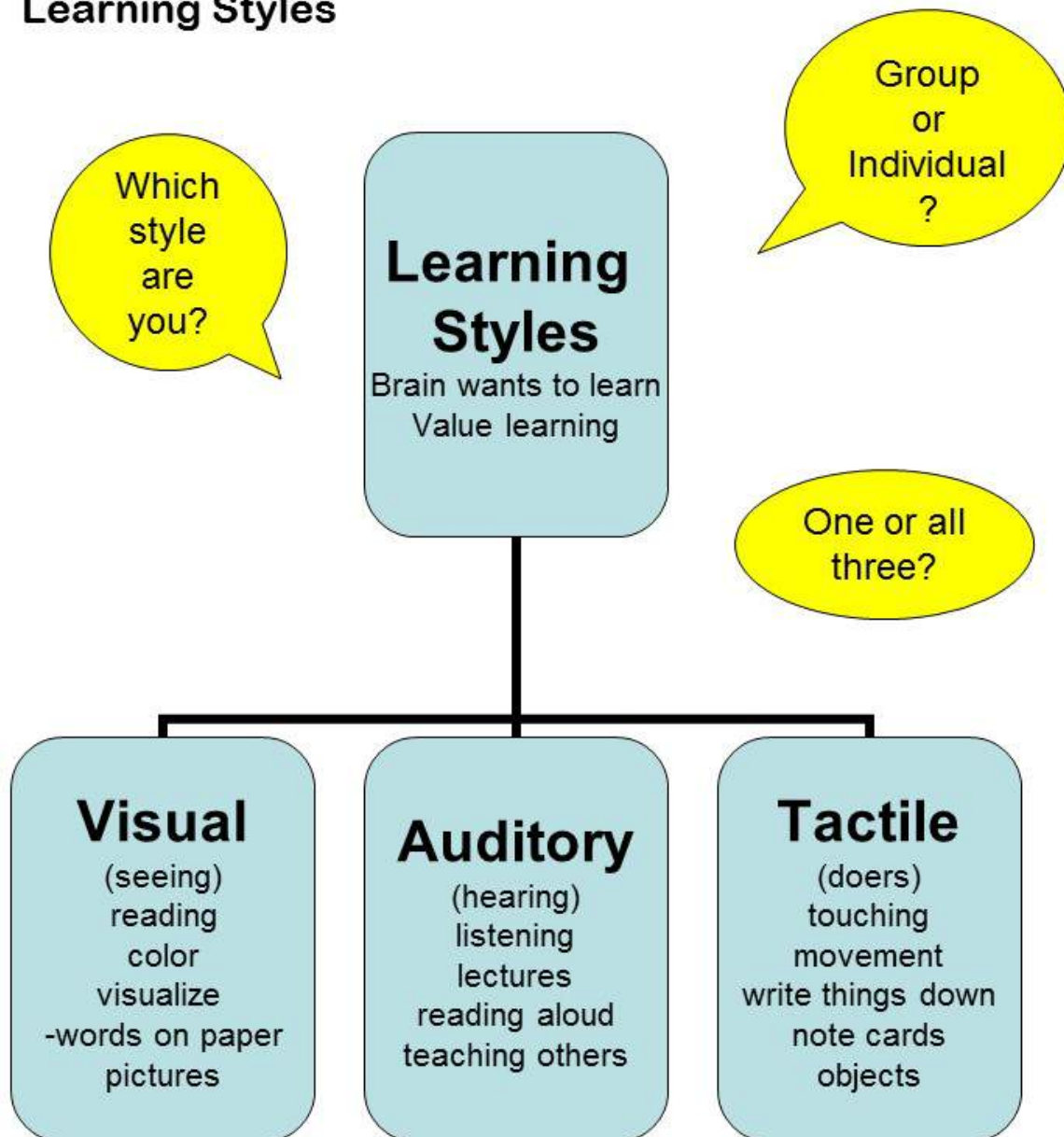


- Reading to learn
- Note taking
- Basic Outline
- Bullet points
- Concept mapping
- Lists and Tables
- Note Cards > Magnet Notes

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Learning Styles



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Note Taking Skills

1. Basic Outline

TITLE - Chapter

I. Topic – Section heading

A. Main Concept – Bold paragraph heading

1. Fact

a. details

b. details

c. details

d. details

II. Topic – Section heading

2. Bullet Points – with highlights

TITLE

- Topic - CIRCLE

- Main concepts

- Facts *

- Details***

3. Concept Maps

Sequence

Conclusion

Hierarchy

Characteristic

4. Lists and Tables

Glossary Tables - vocabulary

Data Tables – laboratory activities

T-Charts – data collection

5. Basic Note Cards (3x5 index cards)

Simple memorization into learning – Latin terms

Examples: Teachers' names - subject teach

It's a Process: read – repeat aloud – learn one at a time – than move on to the next note card – learn – go back

6. Magnet Notes (3x5 index cards)

Concept Learning

Term/Concept – 4 details – summarize – own words

20

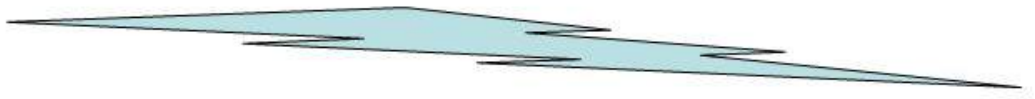
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BASIS Organization Skills for Success **Note Taking Skills**

1. Basic Outline

TITLE - Chapter

- I. Topic – Section heading
 - A. Main Concept – Bold paragraph heading
 - 1. Fact
 - a. detail
 - b. detail
 - B. Main Concept – Bold paragraph heading
- II. Topic – Section heading



BOSS

BASIS Organization Skills for Success

Note Taking Skills

2. Bullet Points – with highlights

TITLE

Topic – (circle / underline / highlight)

- Main concepts
 - >Facts *
 - >Details***
- Main concepts



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BASIS Organization Skills for Success

Note Taking Skills

3. Concept Maps – Topic

Concept maps are good for breaking large concepts down into smaller parts – makes learning easier!

Sequence Concept Map – stages in a process, order of items

Characteristic - (compare / contrast – Venn Diagram)

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BASIS Organization Skills for Success

Note Taking Skills

3. Concept Maps – Topic

Concept maps are good for breaking large concepts down into smaller parts – makes learning easier!

Hierarchy – largest-to-smallest, top-to-bottom

Conclusion – cycle map (paper flow)

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BASIS Organization Skills for Success

Note Taking Skills

4. Lists and Tables

- Tables
- Lists

- Glossary Tables
- T-Charts

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BASIS Organization Skills for Success

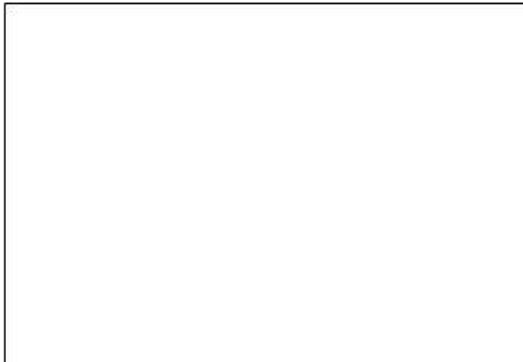
Note Taking Skills

5. Basic Note Cards (3x5 index cards)

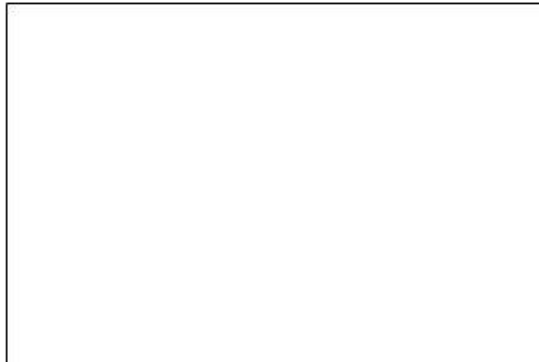
Simple memorization into learning – Latin terms

- It's a Process: read – repeat aloud – learn one at a time –
than move on to the next note card –learn – go back

FRONT



BACK



BOSS

BASIS Organization Skills for Success

Note Taking Skills

6. Magnet Notes (3x5 index cards)

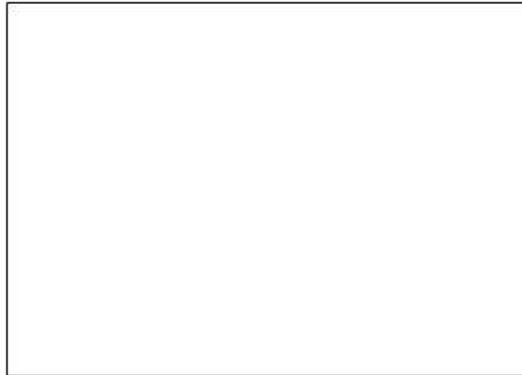
Concept Learning

Term/Concept – 4 details – summarize –own words

FRONT



BACK



BOSS

BASIS Organization Skills for Success

Communications and Tutoring

Communication Journal – **always and again**

Early Bird / Late Bird

- Early Bird – starts at _____ am
- Late Bird – after school until _____ pm
 - fee for Late Bird will be listed in Day 1 Packet

Homework

Homework assistance

Organize for the next school day

Tutoring: BASIS students

- Available during early bird and late bird
- Peer Tutoring – BASIS students
(see Early Bird/Late Bird “supervisor” to find out who the tutors are)
- Tutors begin after first Progress Report
- Teachers – available during student hour (1 hour/week)
Please ask teachers for help if need some help!



Homework Buddy System

HONOR to be a homework bubby

- Extra responsible
 - Extra organized
 - Pay attention to details
 - ALWAYS remember to get Homework Buddy Packet
- **Teacher – Parent Hours** (1 hour per week)
 - make appointment through office
 - **Teacher – Student Hours** (1 hour per week)

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BASIS Organization Skills for Success

FIELD TRIPS and FUN!

Extra Curriculum Activities (examples only)

- Sports (soccer, volleyball, basketball etc.)
 - Clubs
 - Geography Bee
 - Spelling Bee
 - Science Bowl
 - Roots & Shoots
 - Basketball
 - Chess
 - Mind Lab
 - Art Club
 - Band
 - Rugby

5th Grade Field Trips – *parent volunteers needed!* *(during pre-comps for 6/7th grades)*

January ____, 2012

January ____, 2012

(during comprehensive testing for 6/7th grades)

May ____, 2012

May ____, 2012

May ____, 2012

Term Projects

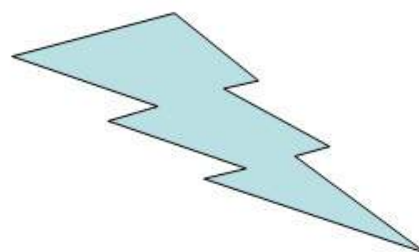
Last week of school

BOSS

YOU

be the

BOSS



BASIS
Organization
Skills
for
Success



H:3 Additional Materials

More Support Material – BOSS SOAR, BASIS Phoenix Central (Primary)



BASICS 2 BASIS

FUN FACTS & INFORMATION

- Grades: K-8 (We grow with our students each year)
- Enrollment: 800 students
- Mascot: Hawks
- Fun Facts
 - 2 teachers Learning Expert & Subject Expert
 - Our school used to be a building for the FBI
 - We push you to work one year ahead of your grade level!
 - You will go to school with students from over 14 different cultures/ ethnicities!

The logo for BASIS Phoenix Central features a stylized hawk's head in profile, facing left. The hawk is orange with black outlines for its beak and feathers. The words "BASIS PHOENIX CENTRAL" are written in a circular path around the hawk's head.

The graphic is divided into two main horizontal sections. The top section has a bright orange background. In the center, there is a white, cloud-like or sun-like shape with a scalloped edge. Inside this white shape, the word "SOAR" is written in large, bold, black capital letters. Below "SOAR", the words "BEHAVIOR EXPECTATIONS" are written in a smaller, bold, black capital font. Below the white shape, the text "BOSS CAMP 2016" and "BASIS PHOENIX CENTRAL" is written in a small, black, sans-serif font. The bottom section of the graphic has a dark brown background. On the left side of this section, there is a decorative wavy line that starts in the light gray area and curves into the dark brown area, with a yellow-orange border. The word "SAFETY" is written in large, bold, white capital letters. Below it, the text "WHAT DOES SAFETY MEAN TO YOU?" is written in a smaller, bold, yellow-orange font. Underneath that, a definition of safety is provided in a small, white, sans-serif font. At the bottom of the dark brown section, the text "WHAT DOES SAFETY LOOK LIKE & SOUND LIKE IN A SCHOOL?" is written in a bold, yellow-orange font.

SOAR

BEHAVIOR EXPECTATIONS

**BOSS CAMP 2016
BASIS PHOENIX CENTRAL**

SAFETY

WHAT DOES SAFETY MEAN TO YOU?

Noun. The condition of being protected from or unlikely to cause danger, risk, or injury.

WHAT DOES SAFETY LOOK LIKE & SOUND LIKE IN A SCHOOL?

	Classroom	Hallway and Stairs	Playground	MPR Cafeteria	Bathroom	Assembly
Safety	-Walking in the classrooms	-Walk on the right	-Use equipment properly	-Stay seated	-Keep soap and water in the sink	-Stay in personal space
	-Use materials appropriately	-Walk with a purpose	-Sit at tables while eating	-Do NOT share food	-Notify a teacher if you see inappropriate bathroom behavior	
		-Hands to yourself	-Listen to teachers			

ORGANIZATION...

	Classroom	Hallway and Stairs	Playground	MPR Cafeteria	Bathroom	Assembly
Organization	-Be prepared	-Keep it clean (floors, walls, school, and cubbies)	-Line up quickly, quietly and safely	-Clean up items and throw trash away	-Throw trash away	-Sit with your class in your assigned area
	-Be on time					
	-Have papers and materials ready			-Be sure all lunch items and water bottles are		

ACT RESPONSIBLY

WHAT DOES IT MEAN TO ACT OR BE RESPONSIBLE?

Adjective. 1. having an obligation to do something,
2. being the primary cause of something and so able to be blamed or credited for it. 3. (of a job or position) involving important duties, independent decision-making, or control over others.

WHAT DOES ACTING RESPONSIBLY LOOK & SOUND LIKE?

ACT RESPONSIBLY.....

	Classroom	Hallway and Stairs	Playground	MPR Cafeteria	Bathroom	Assembly
Act responsibly	-Share ideas -Follow directions -Be a problem solver -Have required materials with you	-Collects materials from cubbies and lockers quickly and quietly	-Be a good example -Show good sportsman ship -Follow playground rules	-Clean up after yourself (table and floors)	-Wash hands with soap -Flush toilet -Have your bathroom pass	-Sit in a ready position

RESPECT

WHAT DOES IT MEAN TO BE RESPECTFUL?

(noun) 1. courteous regard for people's feelings, achievements, characterized by, or showing politeness or deference:
2. To admire (someone or something) deeply, as a result of their abilities, qualities, or achievements

WHAT DOES BEING RESPECTFUL LOOK & SOUND LIKE?

RESPECT...

	Classroom	Hallway and Stairs	Playground	MPR Cafeteria	Bathroom	Assembly
Respect	<ul style="list-style-type: none">-Listen to the speaker-Use appropriate voice level-Treat others with kindness	<ul style="list-style-type: none">-Peaceful hands-Silent voices	<ul style="list-style-type: none">-Share equipment-Throw away trash	<ul style="list-style-type: none">-Use good manners-Be polite	<ul style="list-style-type: none">-Respect privacy of others	<ul style="list-style-type: none">-Look and listen to the speaker-Use audience posture

BASIS PHOENIX CENTRAL

YOUR CAMPUS

201 E INDIANOLA AVENUE PHOENIX 85012



CAMPUS INFO

Students have classes/ activities on 3 three levels in the building.

LET helps you get from class to class.

SAFETY REMINDERS

Never travel alone!

&

Never leave campus gates!

COURTYARD PHYSICAL ED 1 & 2

- The courtyard is the blacktop area with Gate entrances in the back of the school
- This area is used for dismissal and recess
- Next to the Courtyard is the area for Physical Education called PE 1 and PE 2
- PE 1 is closest to Office and PE 2 is closest to the Parking lot
- PE 1 has a door to go into first floor office area
- PE 2 has a door that has stairs to take you to level 2 or 3 only
- PE 2 has a restroom area and water fountain used by PE classes only

FIRST FLOOR IMPORTANT PLACES.....

- Main Entrance, Main Office, Administration Offices, Adult restroom, Student Services Office
- Main Entrance- where parents can drop off and pick up during school hours
- Main Office- Ms. Larkin gives AM tardy pass, collects and hands out important communication, phone use with permission
- Administration Office- Here you can find... Ms. Borie, Mr. Moran, Ms. Young, Mrs. Elisco, Parents and Teachers have meetings here
- Student Services Office- for Ms. Kinton & Mr. Mike, students do work here and take tests
- Staff Area- Adult & Teacher's only area
- **EXITS:** Glass door to PE 1, Main exit and side exit ramp to Pit
- **STAIRS** Main stairwell to Levels 2 and above

THIRD FLOOR IMPORTANT PLACES

- Technology Office, Dean's Office, Art I, Science Labs, Music & Drama
- Technology Office- Mr. Seyler & computers
- Dean's Office #8 Ms. Saspe & Ms. Lewis' Office
- Electives Art I, Music Room, Drama, and Engineering
- Classrooms Grades 4-8
- Student bathrooms, between stairwell near elevators, same position as on second floor

THE PIT AREA & IMAGINATION PLAYGROUND

- Recess area where the Imagination Playground is used
- Bathrooms & Water Fountains for recess use
- **EXITS** Ramp to MPR I and Ramp to Admin/ Main Office door (locked all day)
- **STAIRS** Stairwell to Levels 2 & 3
- Gates to Courtyard
- Waiting area after lunch recess
- Bins where lunch boxes are stored

LUNCH

BEHAVIOR & PROCEDURES

LUNCHTIME

LUNCH 15 MINUTES

- Find a spot to sit at the table with your grade
- Eat your lunch
- Put all of your trash in one place
- When you are done eating you raise hand to throw away trash
- Wait until Monitor says you can go to recess
- Only go to recess if you finish eating**

RECESS 15 MINUTES

- Walk from MPR-1 to recess
- Put your lunch box in the bin for your class
- Be safe & Have Fun

H:3 Additional Materials

More Support Material – CJ Organization – BOSS 2016 – Sample



H:3 Additional Materials

More Support Material – English Language Development Strategies

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES - MATHEMATICS

1. **Grouping Structures.** It is important for teachers to incorporate different grouping structures in the classroom. Possible grouping structures include partners, triads, and small groups of 4-5 students. The choice of structure will depend upon the purpose of the lesson/activity. Partners can be very powerful when students are involved in problem- solving. Think-pair-share is a simple structure for students to learn and practice. Each student thinks individually about the problem or question. This think time allows students an opportunity to gather their thoughts so they can contribute to a later conversation with ideas or questions. After think time, students pair with a peer to discuss their ideas and reconcile their understandings. Using this structure allows teachers to pair students of different language development levels to work together on a common task and work toward achieving specific language objectives. Small groups can accomplish the same language goals of reading, writing, listening, and speaking by working together on tasks. Students can be assigned various roles of facilitator, recorder, or reporter.
2. **Understanding the Problem/Reading the Story.** Students should be encouraged to think of word problems as short stories. Thus, they can apply the same reading strategies they use for making meaning from other texts. Engaging students in asking questions and discussing the word problems is very beneficial for English Language Learners (ELLs). Pertinent questions would be: What do I know for sure? What do I want to know or do? Are there any special conditions I need to consider? Another important step is to encourage students to make connections to prior experience, to the world, and to their important mathematical ideas. After the students have made sense of the problem, they must plan how to solve it. Guiding students to consider different representations (manipulative, pictures, graphs, written language, symbols, tables, equations, action movement, oral language, or mental images of real world situations) will be especially beneficial for ELLs (Hyde, 2006).
3. **Writing Problems.** Giving students opportunities to write their own problems, specifically word problems, will support numerous writing skills. When students engage in writing problems, they demonstrate their understanding of the mathematics but also their understanding of sentence structure, vocabulary, grammar, and punctuation. Writing problems demands clear, concise, and complete ideas. After writing problems, their peers should read them to make sure they are complete and make sense. Students can then revise their problems based on that feedback.

4. **Deciphering the Language of Mathematics.** Language can be confusing because some words are used in both everyday English and mathematics (square, similar, range). Also, certain terms learned together can be challenging (equation and expression, hundreds and hundredths, intersect and intercept). One strategy to use with students is a partnering activity where students study the terms and uncover the differences between them. They focus on these differences and create a poster, skit, web page, or other product that highlights what each term means and how the terms are different. Some type of visual artifact may be posted on a word wall for future reference (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).
5. **Use of Graphic Organizers.** Graphic organizers are an instructional tool that visually organize information so that it can be understood, remembered, and applied. These organizers aid students in reading comprehension, writing, and oral conversation. In mathematics, concepts webs, charts, KWL charts, Venn diagrams, and the Frayer Model are particularly useful. Graphic organizers allow students to make sense of the important ideas of mathematics. Students make connections between existing knowledge and new concepts to be learned. They are able to organize information obtained from written or oral texts, develop and practice reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas for writing or discussion. Multiple Representations Charts support students in vocabulary and language development. These charts help students develop conceptual understanding through writing by giving them an opportunity to explain and make connections among vocabulary symbols, concepts, and procedures (Hunsader, Kersaint, Richards, Rubenstein, and Thompson, 2008).

Mathematical Example	Real-Life Example
Visual Example	Explanation in Words

6. **Word Walls.** Word walls come in many different formats. Classroom word walls are developed by identifying the important vocabulary, making strips with the vocabulary words listed, posting these strips on the wall, and referring to these posted words when the terms are introduced. For ELLs, adding a visual to these strips is important. Students can create individual word walls in their notebooks. Using the Frayer Model as a graphic organizer in the individual word walls may help with consistency from student to student.

Definition (in own words)	Characteristics
WORD	
Examples	Non-Examples

7. **Modeling of Think Alouds.** Teachers should use the strategy of thinking aloud as they read through a problem so students can experience the thought processes. After the teacher models it several times, students can practice a think aloud with a partner. Students will be supported not only in the problem-solving process but also in the ability to express themselves.
8. **Learning Journals.** Learning logs can be beneficial in helping students to explain their thinking, use new mathematical vocabulary, and demonstrate their learning. ELLs may need some scaffolding by providing them with writing frames to assist them with organization. When introducing any new tool, it is important for the teacher to model its use. If students have difficulty organizing their thoughts before writing, the teacher can initiate a talk time first. Sometimes if students discuss what they want to write first, they are more confident and successful in transferring their thoughts to paper.
9. **Academic Language Scaffolding.** Language Scaffolding is a step-by-step process of building student's ability to complete tasks on his or her own. Students identify mathematics vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.
10. **Directed Reading-Thinking Activity.** This activity engages students in the processes of reading and is applicable when reading a mathematics textbook. Students take a quick look at the titles, captions, charts, pictures, or graphs in the lesson. Students predict what they think the main ideas of the lesson will be. Then students read the text of the lesson to determine how accurate their predictions were. This strategy enables students to get personally involved with the text and gives them a purpose for reading.

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES IN SCIENCE

1. **Group Work.** This could be through partners or cooperative groups. Group work provides frequent opportunities for students to communicate, to share observations and insights, test hypotheses, and jointly construct knowledge. In this method, students of different linguistic and educational backgrounds and different skill levels work together on a common task for a common goal in either the language or the content classroom. Depending on their language proficiency, students can be assigned various roles as facilitator, recorder, reporter, or illustrator. The teacher might consider heterogeneously grouping by language for some activities: students can learn both science and English from their peers. Group reports can be helpful as this provides frequent restating and expansion of important concepts.

2. **Use of Graphic Organizers.** Graphic organizers are instructional tools that visually organize and present information so that it can be understood, remembered, and applied. Graphs, concept maps, concept webs, KWL charts, tables, maps, flow charts, timelines, and Venn diagrams are used to help students place information in a comprehensible context and make connections between existing knowledge and new concepts to be learned. They enable students to organize information obtained from written or oral texts, develop reading strategies, increase retention, activate schema as a pre-reading or pre-listening activity, and organize ideas during the prewriting stage.
3. **Activation of Prior Knowledge.** Connect learning objectives to the students' background experiences and knowledge. Students can be expected to share their prior knowledge through short verbal responses or by making a nonverbal choice from pictures or realia. This can be done by simply asking students what they already know about a subject. It can also be done through discussions, creating visuals like 'semantic webs', language experience stories, or free-writing on a topic. The key is to engage students in making connections between what they are learning in class and their own interests and experiences.
4. **Use of Academic Language Scaffolding.** Language Scaffolding is a step-by-step process of building students' ability to complete tasks on their own. Students identify science vocabulary by participating in an introductory activity. Scaffolding consists of several strategies used in conjunction to "shelter" curriculum content for ELLs. These strategies include modeling the use of academic or technical language; contextualizing academic or technical language through the use of visuals, gestures, graphic organizers, and demonstrations; and using hands-on learning activities that involve the use of academic or technical language.
5. **Context Clues through Visual Scaffolding.** The teacher uses concurrent verbal explanation and physical demonstration of directions or concepts by using gestures, visuals, and demonstrations while giving directions. Gestures or actions in addition to graphs, visuals and other props can be used to communicate meanings. The teacher can display drawings or photographs while giving directions or to use as non-linguistic representation of science concepts. Students can respond by physically acting out or visually modeling their responses using gestures or realia.
6. **Task-based or Experiential Learning.** This provides appropriate contexts for developing thinking and study skills as well as language and academic concepts for students of different levels of language proficiency. Students learn by carrying out specific tasks or projects: for example, "doing science" and not just reading about it.

7. **Leveled Questions.** The teacher adapts the level of questions asked to the English Learners' language acquisition stage. Alternatively, the teacher can differentiate student responses, based on language proficiency.
8. **Multiple Intelligence Strategies.** The teacher employs instructional techniques that address the multiple intelligences present in each student. Teachers use a myriad of multiple instructional strategies to target the varied intelligences of English Learners. This method allows the student to actively use his own personal strengths in order to gain confidence in his abilities.
9. **Assessing All Students' Performance and Understanding.** Teachers should observe students in the process of accomplishing academic tasks; a form of authentic assessment. Student use of materials can be one indicator of involvement and understanding. When questioning, teachers need to be sure to provide adequate wait time. Teachers should give serious consideration to performance-based assessments for formal evaluation. They might also consider accepting drawings as indicators of learning within a science journal.

ENGLISH LANGUAGE DEVELOPMENT STRATEGIES IN SOCIAL STUDIES

1. **Pre-teach Reading Assignments.** Before students can read the social studies textbook assignment, the teacher models how to use features such as chapter overviews, chapter or lesson objectives, and bolded vocabulary words.
2. **Use of Context Clues.** An effective strategy to support ELL vocabulary learning in social studies is the clues' proximity to the unknown word. Fluent readers use signal words (such as *or*) found close to the unknown word. Fluent readers also use punctuation clues, such as a comma that separates the unknown word with the rest of the sentence, which might contain a definition or synonym. Teach students to look for these indicators.
3. **Word Banks.** Word banks are used either as a whole class activity displayed as a word wall, or the teacher models for the students how to keep a personal list of newly learned social studies vocabulary.
4. **Rehearsal Strategies.** Rehearsal is frequently used in social studies for verbatim recall of information. The teacher encourages and models the use of flashcards. Other rehearsal strategies include underlining or highlighting of important vocabulary and key concept points in the students' notes.
5. **Teacher Lecture and Student Note Taking.** Effectively support student note taking during lectures by giving struggling students fill-in-the-blank guides or other forms of graphic organizers. During the lecture, the teacher indicates when to fill in the blanks. Further support student note taking by displaying or providing individuals a bank of

key concepts and vocabulary words. Pause frequently to ask and answer questions and to give struggling students time to complete the blanks.

6. **Role-Playing.** Role-playing can make difficult or abstract social studies concepts more understandable. If the ELL student lacks the language skills to participate in the role-play, have them watch and listen as other students play the roles.
7. **Primary Source Material and Artifacts.** Incorporate primary source materials, artifacts, or regalia into the lesson to give ELL students a better understanding of difficult vocabulary, content, and concepts, as well as of historical periods. Photos, models, copies of documents, etc. can be used to enhance student understanding.
8. **Jigsaw Learning.** In this cooperative learning strategy, divide the social studies chapter or material to be read into five or six parts. Divide the class into as many "home" groups, dividing your ELLs among the groups. Give each student one of the parts to read and later "teach" to a group. Students then leave their "home" group and meet in "expert" groups, who have the same material. The expert groups are a mixture of native speakers and ELLs who will work together to understand their section of the chapter. Last of all, the experts return to their "home" groups to teach their portion of the chapter and to learn from the other members of their "home" group. In this way, ELLs are not overwhelmed with the task of reading and understanding an entire chapter.
9. **Graphic Organizers.** The use of graphic organizers helps students categorize the information they are learning. Organizers such as Venn diagrams, timelines, flow charts, etc., can lead to the understanding of key concepts and vocabulary.
10. **Analogies.** Using analogies will help students link the familiar with the unfamiliar. Find examples within the classroom, school, and community that lead to student understanding of social studies concepts. It is important to point out similarities as well as differences.

H:3 Additional Materials

More Support Material – Teacher Evaluation Sample

SPECIALIZED SUPPORT SERVICES

Observation by: _____ Date: _____

Teacher: _____ School: _____
Grade Level(s): _____ 2nd _____ Subject: _____ Math and Science _____

--	--

Strengths Observed	Areas to Improve
<input checked="" type="checkbox"/> Classroom Management	<input type="checkbox"/> Classroom Management
<input type="checkbox"/> Curriculum implementation	<input checked="" type="checkbox"/> Curriculum implementation
<input checked="" type="checkbox"/> Classroom Tone	<input type="checkbox"/> Classroom Tone
<input type="checkbox"/> Student Engagement	<input checked="" type="checkbox"/> Student Engagement
<input checked="" type="checkbox"/> Formative Assessments	<input type="checkbox"/> Formative Assessments
<input type="checkbox"/> Summative Assessments	<input type="checkbox"/> Summative Assessments
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Observation Notes:

At the start of the day's class, [REDACTED] had the students work on a 25 minute science test for Chapter 1. [REDACTED] read each question and held any student questions to "avoid any answers being given away in the question". After the test, students went to get a whiteboard to bring to their seat. [REDACTED] had them write a Do Now on their whiteboard with two calendar questions. Then [REDACTED] lead the math meeting by filling out the information on the wall about the calendar questions, the pattern of the day, and the problem of the day. Students were seated during this time with their whiteboards upside down, as instructed. The students are a bit fidgety at this time as they watch [REDACTED] fill out the math wall. Then [REDACTED] passed out colored pencils so they can self-grade their math homework. [REDACTED] read the answer to each question and wrote it on the whiteboard at the front. The LET was circulating at this time and helping each student correct. Then [REDACTED] started the new lesson on congruent shapes. She passed out the activity to each student involving red and yellow square pieces of paper and rules. The students folded their papers and measured the width and length of the rectangles.

Improvement Plan:

[REDACTED] is very strong in her instructions and clear with her directions and expectations of the classroom. My suggestion to get the students more engaged and less fidgety is to create movement during the lesson. She could incorporate idea that [REDACTED] uses in the first grade to help get these students more excited. For example, moving to the carpet for a math meeting, or standing in rows and cold calling students during facts practice.

She could also incorporate the Do Now worksheets that [REDACTED] shared during teacher training. This could help each student to be engaged during the math lesson.

H:3 Additional Materials

More Support Material – Teacher Improvement Plan

Improvement Plan Established: [Click here to enter a date.](#)

Improvement Plan Status Update: [Click here to enter a date.](#)

Systems and Routines:

[Click here to enter text.](#)

Technique(s):

[Click here to enter text.](#)

For Next Observation:

Growth in the following areas must be observed by your next observation [Click here to enter a date.](#)

Notes:

[Click here to enter text.](#)

TO BE COMPLETED AFTER SECOND OBSERVATION:

Date: [Click here to enter a date.](#)

Class Observed: [Click here to enter text.](#)

Improvement Plan Status:

- ☐ Improvement Plan requirements met
- ☐ Improvement Plan requirements NOT met
- ☐ Improvement Plan requirements in progress of being met

Observations: [Click here to enter text.](#)

Next Steps: [Click here to enter text.](#)

For Next Observation:

Growth in the following area must be observed by your next observation [Click here to enter a date.](#)

Notes:

[Click here to enter text.](#)

Teacher Signature

Date

Administrator Signature

Date

H:3 Additional Materials

More Support Material – Sample Improvement Plan

Systems and Routines

- Procedure: the design a teacher establishes for the way she and her students will efficiently and productively execute a recurring task or action in the classroom

- **System:** a network of related procedures that help teachers accomplish end goals: help students maintain an organized binder, manage behavior, move materials, participate successfully in discussion, and so on
- **Routine:** a procedure or system that has become automatic, which students do either without much oversight, without intentional cognition (in other words, as habit), and/or of their own volition and without teacher prompting (for example, note taking while reading)

Technique(s)

Threshold- Meet your students at the door, setting expectations before they enter the classroom. Remind students where they are, how you feel toward them (caring, warm, but also with a hint that strictness can emerge as needed), and what you will expect of them (excellence, scholarship, and effort). During this routine, each student who enters shakes your hand, looks you in the eye, and offers a civil and cordial greeting, and vice versa.

Strong Start- Design and establish an efficient routine for students to enter the classroom and begin class.

- Have a slide with Do Now projecting on the board BEFORE students enter the class
- Have students pick up handout as they enter the classroom
- Students are to start Do Now after they cross the threshold
- While students are completing Do Now take attendance

5 Elements of Routine

Door to Do Now → Do Now → Review Now → Lesson → Close of Lesson and Dismissal

For Next Observation-

Please script the steps and expectations for the 5 Elements of Routine for your class, so I know what to look for next time I observe your class.

Notes:

Teacher Signature

Date

Administrator Signature

Date

H:3 Additional Materials

More Support Material – Similar Schools

Similar School 1		E.L. Haynes		
Ward & Neighborhood Cluster	School Type (DCPS / PCS / Independent)	Total Enrollment	Low-Income %	
1	PCS	377	76	
Black %	Hispanic / Latino %	White %	Asian %	Other %
46	43	5	1	5
Special Education – 23%				English Language Learners %
Level 1 %	Level 2 %	Level 3 %	Level 4 %	
11	26	36	27	14
Proficiency on State Assessment – ELA	Proficiency on State Assessment – Math	Growth on State Assessment – ELA	Growth on State Assessment – Math	
58	67	57	58	

Similar School 2		Two Rivers		
Ward & Neighborhood Cluster	School Type (DCPS / PCS / Independent)	Total Enrollment	Low-Income %	
6	PCS	518	45	
Black %	Hispanic / Latino %	White %	Asian %	Other %
62	10	25	<1	2
Special Education – 24%				English Language Learners %
Level 1 %	Level 2 %	Level 3 %	Level 4 %	
39	30	22	10	4
Proficiency on State Assessment – ELA	Proficiency on State Assessment – Math	Growth on State Assessment – ELA	Growth on State Assessment – Math	
56	46	68	69	

Similar School 3		Yu Ying		
Ward & Neighborhood Cluster	School Type (DCPS / PCS / Independent)	Total Enrollment	Low-Income %	
5	PCS	404	9	
Black %	Hispanic / Latino %	White %	Asian %	Other %
37	6	29	11	17
Special Education – 8%				English Language Learners %
Level 1 %	Level 2 %	Level 3 %	Level 4 %	
64	9	25	2	6
Proficiency on State Assessment – ELA	Proficiency on State Assessment – Math	Growth on State Assessment – ELA	Growth on State Assessment – Math	

69	81	57	52	
----	----	----	----	--

Similar School 4		Inspired Teaching Demonstration PCS		
Ward & Neighborhood Cluster	School Type (DCPS / PCS / Independent)	Total Enrollment	Low-Income %	
5	PCS	317	18	
Black %	Hispanic / Latino %	White %	Asian %	Other %
38	3	45	<1	9
Special Education – 12%				English Language Learners %
Level 1 %	Level 2 %	Level 3 %	Level 4 %	
56	15	8	21	4
Proficiency on State Assessment – ELA	Proficiency on State Assessment – Math	Growth on State Assessment – ELA	Growth on State Assessment – Math	
70	60	42	29	



APPENDIX: I.

Application Checklist

I: Application Checklist

2016 Application Acceptance Process

Proposed School Name: BASIS DC Primary PCS

Submitted By:

Telephone number:

Email Address:

Submission Stage 1: Submit Unredacted Electronic Application (1) Verify Completeness of Unredacted Electronic Submission:

Application Contents	Yes	No
Applicant Information Sheet	<input type="checkbox"/>	<input type="checkbox"/>
Executive Summary*	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the Need*	<input type="checkbox"/>	<input type="checkbox"/>
Education Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Management Plan*	<input type="checkbox"/>	<input type="checkbox"/>
[EO/MO] Management Organization*	<input type="checkbox"/>	<input type="checkbox"/>
Finance Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Budget Workbook	<input type="checkbox"/>	<input type="checkbox"/>
Staffing Plan	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment Projections	<input type="checkbox"/>	<input type="checkbox"/>
Year 0, Year 1 Projections	<input type="checkbox"/>	<input type="checkbox"/>
Years 1-5 Projections	<input type="checkbox"/>	<input type="checkbox"/>
Founding Group Supporting Documents (for each member of the founding group)	<input type="checkbox"/>	<input type="checkbox"/>
Résumé	<input type="checkbox"/>	<input type="checkbox"/>
Personal Statement	<input type="checkbox"/>	<input type="checkbox"/>
<i>If the founding group member plans to join the founding board:</i>		
Board Member Agreement	<input type="checkbox"/>	<input type="checkbox"/>
Conflict of Interest Form	<input type="checkbox"/>	<input type="checkbox"/>
Required Documents	<input type="checkbox"/>	<input type="checkbox"/>
Articles of Incorporation	<input type="checkbox"/>	<input type="checkbox"/>
Bylaws	<input type="checkbox"/>	<input type="checkbox"/>
Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>
Conversion Endorsement Certification (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Letter of Intent for Facility (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Research on comparable facilities (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Assurances Form		
[EO/MO] Management Agreement and Related Documents (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
[EO/MO] MO's Financial Audits, including A-133 – 3 most recent years	<input type="checkbox"/>	<input type="checkbox"/>
[EO/MO] MO's Annual Reports – 2 most recent years	<input type="checkbox"/>	<input type="checkbox"/>
[EO/MO] MO's IRS filing – 3 most recent years	<input type="checkbox"/>	<input type="checkbox"/>

.

³⁶ If the applicant has a completed curriculum, this should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If **Section G: Curriculum Sample** includes proprietary curricular materials, applicants may choose to redact parts or the whole of the curriculum from the redacted electronic version of the application.

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Guidelines

2016 Charter Application

Submission Stage 2: Submit Full Application

(3) If original Unredacted Electronic Submission was incomplete, Verify Completeness of Unredacted Electronic Submission. If Unredacted Electronic Submission was complete, go to step 4.

Missing Elements	Yes	No
(PCSB intake staff will specify)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

(4) Verify Accuracy of Redacted Electronic Submission

The following elements should be redacted:

Application Contents	Content to Redact	Redacted
Founding Group Supporting Documents (for each Board member)		<input type="checkbox"/>
	Résumé	<input type="checkbox"/>
	Contact Information (Address, Phone, Email)	<input type="checkbox"/>
Curriculum		<input type="checkbox"/>
If the applicant has a completed curriculum, the application should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If the applicant believes that this contains information that will cause substantial harm to the applicant's competitive position if released publicly, it may redact parts or the whole of		

(5) Accept Supporting Materials

In-person Submission

Supporting Materials	Yes	No
Five bound double-sided copies of the application with a table of contents, all pages numbered, and	<input type="checkbox"/>	<input type="checkbox"/>
One complete Microsoft Word (.doc/.docx) version of the entire application, including the budget	<input type="checkbox"/>	<input type="checkbox"/>
spreadsheets and appendices, submitted via a non-returnable USB flash drive or through a		
One redacted electronic, searchable/OCR PDF version of the application, with contact information	<input type="checkbox"/>	<input type="checkbox"/>
of founding group members (i.e. addresses, phone numbers, email addresses, Social Security		

Remote Submission

Supporting Materials	Yes	No
Delivered to the office or available at local print center		
Five bound double-sided copies of the application with a table of contents, all pages numbered, and labeled tabs separating each section. Appendices should not be	<input type="checkbox"/>	<input type="checkbox"/>



APPENDIX: J.

Supplemental Materials

Charter Agreement Amendment Application—Short Answer

Meeting Minutes

Enrollment Matrix Continued

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CHARTER AGREEMENT AMENDMENT APPLICATION

DC PUBLIC CHARTER SCHOOL BOARD

3333 14th Street, NW

Washington, DC 20010

www.dcpsb.org ▪ (202) 328-2660

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD Charter and/or Charter Agreement Amendment Application

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application Checklist

Please complete the steps before submitting a charter or charter agreement amendment application.

The entire process can take up to six months from submission of this application to board vote, including up to three months to allow for ANC notification⁴⁹ (requires 45 days advanced notice of a public hearing), 30 days of public comment, a PCSB-sponsored public hearing, a public vote at a regularly scheduled public meeting, and the execution of a written charter amendment.

- ☐ Contact Laterica (Teri) Quinn at lquinn@dcpcsb.org to set up a meeting between your school's Executive Director and Board Chair with PCSB leadership to discuss your proposed charter agreement amendment. While most amendments can be handled through filling out the appropriate template, some, such as expansions into new grade levels (early childhood, elementary, middle, high or adult) or multiple amendments at once, may require a more detailed charter agreement amendment application.
 - ☐ Obtain approval from your board to pursue the charter agreement amendment through a documented board vote, and attach a copy of the board meeting minutes to this application.
 - ☐ When appropriate, gather community input and approval from your staff and families. Attach copies of any written communications, dates of meetings, and other evidence of community engagement.
 - ☐ Actively engage the support of the potentially affected Advisory Neighborhood Commission (ANC), DC council member, and other community members about the proposed charter agreement amendment and attach copies of any written communications, date of meetings, and other evidence of community engagement.
 - ☐ Complete the following parts of the charter agreement amendment application:
 - ☐ Part I: General Information (**all applicants**); and
 - ☐ Part II: Applicable Section(s) A-K*
- *A school may apply for multiple types of amendments in a single application by completing each applicable template.
- ☐ Attach completed supporting documents (e.g., enrollment matrix, budget spreadsheet, etc.)

⁴⁹ ANC notification is only required where action will impact the neighborhood. So there are some amendments (e.g. amendments to bylaws and Articles of Incorporation) that do not require ANC notification and could require less time.

Charter and/or Charter Agreement Amendment Application Guidelines

Rationale

Pursuant § 38-1802.04(c)(10)⁵⁰ of the School Reform Act (SRA) and charter school charter agreements, a charter school must submit a petition for revision to amend its charter, and PCSB must hold a public hearing and vote on such proposed amendments. In addition, several other provisions of D.C. law – the Open Meetings Act, D.C. Law 18-350, codified at D.C. Code §§ 2-571 et seq.; the Expedited Advisory Neighborhood Commissions Notification Amendment Act, D.C. Law 18-111, codified at D.C. Code § 1-309.10; and the SRA, D.C. Code § 38-1802.14 - require the PCSB Board to hold a public hearing and vote on other proposed amendments, as listed below.

Directions

A school may amend its charter or charter agreement by completing the appropriate questions in this charter agreement amendment application template. All amendments, except for revisions to the articles of incorporation or bylaws, require a public hearing and all amendments are subject to the DC Public Charter School Board's (PCSB) approval. Please note that some amendments must be submitted before a specific deadline to be implemented for the following school year, and the timeline must align with any deadlines specified in your school's charter agreement. (Please check the PCSB [website](#) for due dates and changes to the Guidelines.) Before beginning the process, set up a meeting with PCSB leadership by contacting Laterica (Teri) Quinn at lquinn@dcpsb.org.

Typical

Submission

Process*

*Depending on the urgency and content matter of the amendment request, this process may be subject to a shorter (or longer) timeline.

- I.** Based on the type of charter amendment(s) that the School would like PCSB to consider, applicants must complete [Part I](#) and the appropriate section(s) and submit to lquinn@dcpsb.org within the timeframe, if applicable.
- II.** Prior to submitting to PCSB for approval, the School must provide written or electronic notification of the proposed charter or charter agreement amendment to the appropriate Advisory Neighborhood Commission(s) (ANC).
- III.** PCSB will hold a public hearing during its monthly board meeting within 45 days of submission of a charter or charter agreement amendment application, and will publicize the date to the appropriate ANC(s). The school's board chair and school leader are expected to attend the public hearing.
- IV.** PCSB will vote on the proposed charter or charter agreement amendment within 45 days of the public hearing, typically at a regularly scheduled PCSB board meeting. The school's board chair is encouraged to be present to execute the new agreement. If the board chair cannot be present, the [charter agreement amendment](#) should be signed prior to the board meeting and submitted to PCSB.

Areas of the Charter Agreement that may require revisions when submitting an amendment

Changes to any of charter agreement sections listed below require the School to submit a charter agreement amendment and seek the Board's approval to execute a charter agreement amendment. Please complete all sections that apply to your particular needs for a charter amendment.

Section A. [Mission or Education Philosophy](#)

Section B. [Curriculum, Standards, or Assessments](#)

Section C. [Goals and Academic Achievement Expectations](#)

⁵⁰ D.C. Code § 38-1802.04(c)(10) provides: "Charter revision.—A public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter. The provisions of §38-1802.03 shall apply to such a petition in the same manner as such provisions apply to a petition to establish a public charter school."



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

- Section D.** [Expand Grade Levels to be Served](#)
- Section E.** [Governance Structure](#) (Including hiring/dismissal of management companies, changes to bylaws, etc.)
- Section F.** [Enrollment Ceiling \(Please review the criteria for this type of amendment before applying.\)](#)
- Section G.** [LEA Status for Special Education](#)
- Section H.** [Campus Reconfiguration](#)
- Section I.** [Replication/Operation of additional campus\(es\)* \(with no changes to grade configurations\)](#)
- Section J.** [New Location or Additional Facility](#)
- Section K.** [New Campus that is Not a Replication](#)

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD
Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **DeAnna Rowe, Executive Director, BDC and BASIS Schools, Inc.**

SUBJECT: **Charter Amendment Request for:** (Mark all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Mission or Education Philosophy | <input type="checkbox"/> Replication/Operation of additional campus(es)* |
| <input type="checkbox"/> Goals and Academic Achievement Expectations | *(w/ no changes to grade configurations) |
| <input checked="" type="checkbox"/> Grade Levels to be Served | <input type="checkbox"/> LEA Status for Special Education |
| <input type="checkbox"/> Governance Structure | <input type="checkbox"/> Voluntary Closure of a Campus or Grade |
| <input type="checkbox"/> (e.g., hiring/dismissal of management companies or changes in bylaws) | Level(s) |
| <input checked="" type="checkbox"/> Enrollment Ceiling | <input checked="" type="checkbox"/> Campus location (Part D1) |
| | <input type="checkbox"/> Curriculum, standards, or assessment |

SUBMISSION DATE: **9/2/2016**

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:

- Campus name(s) and location(s): **BASIS DC 410 8th Street NW Washington, DC 20004**
- Year opened: **2012**
- Grade levels served (Currently and at maturation of charter agreement, if applicable): **5th – 12th**
- Date that charter will be eligible for possible renewal: **2026**

2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)

- ☒ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
- ☒ School is not currently under corrective action.
- ☒ Has historically met enrollment projections w/in 80% of target.
- ☒ School has been in operation for 3+ years.
- ☒ School is currently accredited. **June 30, 2017**

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here:
N/A

PROPOSAL

BASIS DC submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on Fall, 2017 (leave blank if this has not been determined).

1. Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

BDC seeks to add at least two additional campuses to serve grades K through 4. Our objective is to increase the number of high quality K-4 seats in the District, open to all students in the District. As articulated throughout this application, our K-4 aligned curriculum will support even more students being academically prepared for the rigors of the BASIS 5-12 accelerated liberal arts program. Through this expansion, we aim to open the first of these campuses in the Fall of 2017 with the ability open a second campus by 2020. As we establish the initial BASIS DC K-4 program we will closely examine demand and continue to explore facility options across the

For questions, please contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

District. We have been engaging in an active search for appropriate K-4 facilities since June of 2014 and have identified several promising options for the first campus. The BDC Board has been actively engaged in this search and have provided valuable feedback and we will continue to aggressively peruse options based on the approval of this application and the Board's direction. Among the criteria we are examining as we search are: location and accessibility, surrounding community support, access to recreation areas, and of course, fiscal viability. We look forward to continuing this work upon PCSB's approval of the BASIS DC expansion request and welcome the input of the Board, staff, and community members on our facility search.

2. How will the amendment(s) selected above support or enhance the school's mission?

BDC seeks to add at least two additional campuses to serve grades K through 4. Our objective is to increase the number of high quality K-4 seats in the District, open to all students in the District. As articulated throughout this application, our K-4 aligned curriculum will support even more students being academically prepared for the rigors of the BASIS 5-12 accelerated liberal arts program. Through this expansion, we aim to open the first of these campuses in the Fall of 2017 with the ability open a second campus by 2020. As we establish the initial BASIS DC K-4 program we will closely examine demand and continue to explore facility options across the District. We have been engaging in an active search for appropriate K-4 facilities since June of 2014 and have identified several promising options for the first campus. The BDC Board has been actively engaged in this search and have provided valuable feedback and we will continue to aggressively peruse options based on the approval of this application and the Board's direction. Among the criteria we are examining as we search are: location and accessibility, surrounding community support, access to recreation areas, and of course, fiscal viability. We look forward to continuing this work upon PCSB's approval of the BASIS DC expansion request and welcome the input of the Board, staff, and community members on our facility search.

3. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The BDC Board voted on October 28, 2014 to apply for additional grade levels and campuses. The board reaffirmed their intent to expand BASIS DC at the May 2016 board meeting. The BDC Board of Trustees approved an update to our mission statement in the March 2016 board meeting that broadened our target population from 5-12 to students of all grades. Recently, the Board approved a K-4 expansion specifically on 8/24/2016.

4. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Please describe any notable support for or opposition to the proposed amendment(s).

BASIS DC has informed internal stakeholders (staff and parents) of the proposed grades served and campus expansion through the weekly newsletter (Red Giant), parent information sessions, and monthly Head of School Coffee Chats. Staff and teachers have been informed at the weekly staff meeting. External stakeholders have been informed by the Director of External Affairs and other BASIS DC staff, who have attended and presented at more than a dozen ANC meetings over the past year.

Part II: Specific Revision Requests

Section A. Charter Amendment – **Mission or Educational Philosophy**

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

A school should apply to amend its mission or education philosophy when it is proposing a material change to its current mission that directly affects students and families. Changes include adding or removing components of the mission, such as second language acquisition, a specific curriculum listed in the mission (e.g., Core Knowledge, Expeditionary Learning, STEM), or specific outcomes (e.g., Career and Technical Education/Certification, International Baccalaureate Diploma). Changes that are revisions in syntax do not require a petition and public hearing. These changes, however, will need to be approved by the PCSB Board and memorialized in an executed charter agreement amendment.

A change in a school's mission/education philosophy must happen prior to the start of a school year. PCSB will not consider proposed amendments to a school's mission/education philosophy during the year prior to or during the year of a high-stakes review or renewal. Revisions to a school's mission or education philosophy will generally be approved if the school demonstrates a need for the change in the mission through:

- Family support (e.g. petition with signatures, letters of support, minutes from PTO/PTA meeting(s));*
- Staff support (e.g. application with signatures, letters of support, minutes from staff meeting(s));*
- An explanation of how the revised mission will directly improve student outcomes and future success;*
- Evidence that the amended mission is supported by the curriculum, instruction, and school day.*

1. What is the school's current mission statement and/or educational philosophy?

Click here to enter text.

2. What are the proposed changes to the school's mission statement and/or educational philosophy?

Click here to enter text.

3. Explain the school's rationale for amending its mission statement and/or educational philosophy, specifically how it will improve student outcomes and future success.

Click here to enter text.

4. How will the new mission and/or educational philosophy impact the school's existing curriculum, operations, and education experience for families?

Click here to enter text.

5. Describe how the School came to determine to change its mission and the involvement of the greater community in its revision, including parents, staff, and others.

Click here to enter text.

For questions, please contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

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Section B. Charter Amendment – New Curriculum

***ONLY complete this section if applying to amend Curriculum:**

Curriculum is under the exclusive control of the school. However, pursuant to the charter agreement, a school must submit a petition for charter revision for any material change in the curriculum that results in a material change to the School's mission or goals. In addition, a school must submit a petition for a charter agreement amendment if a school seeks to change a curriculum that is specifically mentioned in its charter agreement. For example, if the mission of a school states that it will use "Core Knowledge" and the school decides to change its mission and offer a different curriculum, it must seek PCSB's approval as this is a material change to its charter.

1. What is the substantive change that the school is making in its mission and/or education philosophy and how does it impact choices in curriculum, including resources, assessments, instructional strategies, and student outcomes. (Note: complete Section A: School's Mission if the mission statement is substantively changing.)

[Click here to enter text.](#)

2. What resources and materials have you identified that complement the instructional methods and standards in each subject area and grade level? (Instructional materials include but are not limited to: textbooks, workbooks, novels, online programs, manipulatives, teacher resources, smart-boards, computer software, etc.) How will these resources and materials lead to student mastery of the standards while also creating a culture of learning that supports the school's unique mission and educational philosophy?

[Click here to enter text.](#)

3. What adjustments will be made to learning standards to meet the needs of students far above or below grade level, including students with disabilities?

[Click here to enter text.](#)

4. Describe the progression of standards as students matriculate through the school. Demonstrate that the standards for each year will build off the previous year's learning.

[Click here to enter text.](#)

[Return to Table of Contents](#)

Section C. Charter Amendment - **Goals and Academic Achievement Expectations**

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are “not historically measured;” or if the school’s leadership, including its board, determines that the current set of charter goals do not accurately reflect the school’s mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely*
- b. Appropriately challenging.*
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.*
- d. At least one goal should directly measure the extent to which the school is meeting its mission.*

Note: PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school’s current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

[Click here to enter text.](#)

2. Explain the school’s rationale for amending its goals and academic expectations. If goals were “not historically measured” or are no longer being pursued, be sure to address why the school is abandoning these goals and how they will be replaced.

[Click here to enter text.](#)

3. How will the new goals better measure the school’s mission, curriculum, operations, and education experience for families?

[Click](#) [here](#) [to](#) [enter](#) [text.](#)

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

[Click here to enter text.](#)

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Section D1. Charter Agreement Amendment—**Expand Grade Levels to be Served (Type A)**

***ONLY complete this section if applying to revise the grade levels to be served (Type A).**

There are two types (Type A or Type B) of expansions described below. Please review the criteria and set up a meeting with PCSB leadership prior to applying.

Type A: *Schools seeking to add a single grade-level, such as prekindergarten-3 (PK3) to a school that already serves PK4 or a school adding 6th grade to a 7-12th grade school may use this template to apply for the expansion.*

Directions: To apply for a *Type A* expansion amendment, please respond to the questions below.

1. What grades does the school currently serve? What grades will the school expand to serve?

[Click here to enter text.](#)

2. Explain the school's rationale for amending its grade levels to be served.

[Click here to enter text.](#)

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in Annual Reports. Please include any additional information PCSB should review when considering your school's academic history.

[Click here to enter text.](#)

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses? How will the school finance its growth plan?

Note: *In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).*

[Click here to enter text.](#)

5. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

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Section D2. Charter Agreement Amendment—Expand Grade Levels to be Served (Type B)

***ONLY complete this section if applying to revise the grade levels to be served (Type B)**

***Type B:** Schools applying to serve a grade level that is new to the school, such as a middle school if operating an elementary school or a high school if operating a middle school. These types of amendments are complicated and many require a full charter revision to incorporate the new curriculum, instruction, goals, and finances.*

A charter school will generally be approved to expand the grade levels it is serving if it has had a track record of academic, financial, and operational success, is in compliance with all applicable laws, and is able to provide a detailed plan as to how the new grade level(s) will enhance the school's mission and provide a coherent and impressive educational experience for DC families. Schools that have not earned Tier 1 status on applicable PMFs for all of its campuses and grade levels for the past two to three years, or its equivalent, and/or are not meeting all of their goals and academic achievement expectations, will generally not be recommended for approval to amend their charter to expand grade levels.

Directions: To apply for a *Type B* expansion amendment, please respond to the questions below, as well as the application items listed in the Table of Contents on the following page.

1. What grades does the school currently serve? What grades will the school expand to serve?

BASIS DC currently serves grades 5 – 12. BDC seeks to expand to grades K through 4, by adding a BASIS DC Primary campus in the fall of 2017 with an additional campus to open at a later date.

2. Explain the school's rationale for amending its grade levels to be served.

Adding grades K through 4 to our curriculum and raising our enrollment cap will not only allow us to fulfill the demand for our elementary programs and serve more children in the District, but will also enable students to begin preparing at an earlier age for the accelerated BASIS.ed-managed middle school and high school programs.

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in Annual Reports. Please include any additional information PCSB should review when considering your school's academic history.

BASIS DC opened its doors in 2012 and did not receive a Tier rating for its first year of operation; however; during subsequent years 2013 – 2015 received a rating of Tier One. With the transition from the DC CAS to PARCC in school year 2015 – 2016, Tier ratings were not available; however, students at BASIS DC ranked number one in the city in Math PARCC scores among all high schools and number one in English Language Arts/Literacy among charters and open enrollment schools. Students at BASIS DC ranked second in Math in 2015 among all middle schools and second in English Language Arts (ELA) among charter schools on the PARCC. The annual assessment not only evaluates a student's progress but also provides better information for teachers and parents to

identify where a student excels, or needs help.

DC Public Charter School Board. (2016). *PARCC 2015*. Retrieved July 28, 2016, from PARCC 2015 - DC Public Charter School Board, <http://www.dcpsb.org/evaluating/parcc-2015>

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses? How will the school finance its growth plan?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

Starting in fiscal year 2017, the existing BASIS DC school is projected to run a larger operating surplus due to savings on debt service enabled by a January 2016 refinancing. Opening the proposed two new campuses for grades K-4 would reduce that surplus somewhat but still leave a balanced budget for the three-school system. The surplus would be reduced due to the BASIS K-4 program being more expensive to operate than the middle and high school program; the largest cost component is payroll, since each BASIS.ed classroom for grades K-4 has at least two teachers. Additional anticipated expenses for the new K-4 campuses include lease payments, debt service, utilities, supplies, food service, and other expenses detailed in the 2016 Budget Workbook. The school will finance its growth plan using tax-exempt municipal bonds for major capital expenditures, and support from BASIS Schools, Inc. (BSI) for start-up expenses. BSI has completed more than 20 municipal bond-financed construction projects totaling over \$275 million since 2010. Thus our team has accumulated a great deal of expertise in this type of funding, and we are confident we will be able to use this funding source again.

5. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

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Section D2. Charter Amendment – **Expand Grade Levels to be Served (Type B)** Continued

Type B: Existing charter schools seeking expansion should also complete the sections of the [Charter Application Guidelines](#) outlined below.

2014-15 Charter Application Guidelines for Existing Charter School Expansions

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- A. Establishing the Need
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 2. Demographic Analysis
 3. Recruiting and Marketing
- B. Education Plan
 1. Mission & Philosophy
 - a. Education Focus
 2. Goals
 3. Curriculum

- a. Student Learning Standards
- b. Methods of Instruction
- c. Resources and Instructional Materials
- d. Assessing Learning
- e. Vertical Alignment and Promotion Requirements
- 4. Support for Learning
 - a. Planning Year
 - b. School Organization and Culture
 - c. Safety, Order, and Student Discipline
 - d. Professional Development
 - e. Structure of the School Day and Year
 - f. Family Involvement
 - g. Community Participation
 - h. Extracurricular Activities
- C. Business Plan
 - a. Administrative Structure
- 2. Facilities
 - a. Identification of a Site
 - b. Financing for Facilities
 - c. Building Maintenance
- D. Operations Plan
 - a. English Language Learners
- 2. Human Resource Information
 - a. Qualifications of Key Leadership and School Staff
 - b. Staffing Plan
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 - 1. Pre-Opening Budget
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 - 5. Cash Flow Projection for Year One
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Section E. Charter Amendment – **Governance Structure**

(Including, but not limited to, executing and terminating contracts with management companies)

***ONLY complete this section if applying to amend Governance Structure.**

For Approval: A school should use this section to amend the governance structures established in the following attachments to its charter agreement: Articles of Incorporation, Bylaws, and the description of the proposed rules and policies for governance and operation of the proposed school (usually, Attachment A). These changes range broadly and may include changing the school's legal name (thus requiring a conforming change to its submitted articles of incorporation) or engaging or severing a relationship with a management company. A school does not need to amend its charter when hiring a new school leader or board chair. According to the School Reform Act, a public charter school shall be governed by a Board of Trustees in a manner consistent with the charter granted to the school. PCSB will generally approve changes to

governance structure as long as the school's Board of Trustees members are acting as fiduciaries of the School and operate in accordance with the School Corporation's articles of incorporation and bylaws. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization and take this into consideration when approving a significant departure from the current governance structure, especially if the change will positively or negatively impact the school's financial health.

1. What is the school's current governance structure and what changes are you proposing to make?

***Note:** Attach a red-lined Articles of Incorporation, Bylaws, or description of the governance structure attached to the charter agreement (usually Attachment A). If the school is only amending Attachment A and does not have the document, it should provide a new document that includes a comprehensive description of the board's relationship to school personnel and any management organization it is contracting with or seeks to be approved to contract with, and any policies or procedures related to these relationships. This description should elaborate on the structure established in the school's Articles of Incorporation and outlined in its Bylaws.*

[Click here to enter text.](#)

2. Explain the school's rationale for changing its governance structure. How will the new structure ensure that the school is effectively governed?

[Click here to enter text.](#)

3. How will the proposed change impact the school's leadership and finances? What are the anticipated expenses, and how will the school finance these expenses?

***Note:** In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).*

[Click here to enter text.](#)

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Section F. Charter Agreement Amendment – **Enrollment Ceiling Increase**

***ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the [Enrollment Ceiling Increase Policy](#). Failure to meet the criteria may result in denial of your charter agreement amendment request.

1. Explain the school's rationale for proposing to increase its student enrollment.

BASIS DC seeks to add grade levels K – 4 to our curriculum. Allowing BASIS DC to raise the enrollment cap will not only allow us to fulfill the demand for our elementary programs and serve more students in DC, but

will also enable students to begin preparing at an earlier age for the accelerated BASIS.ed-managed middle school and high school programs.

2. PCSB will review the school's enrollment trends over the past 3-5 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?
 - a. We will look at the school's enrollment ceiling(s), certificate of occupancy, waitlist/vacant seats, and re-enrollment rates by grade and subgroup.
 - b. We will review lost instructional time due to out-of-school suspensions, expulsions, and mid-year withdrawals. We will also look at re-enrollment trends for students with infractions.

Mid-year withdrawals at BASIS DC have reduced substantially compared to previous years. This year, half as many students half left between the enrollment audit and winter break compared to last year. The BASIS DC waitlist has increased over the past several years. The re-enrollment rate at the end of year two was 86%; the re-enrollment rate at the end of year three was 81%; the year four re-enrollment rate has not yet been validated.

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in your annual reports. What patterns are we likely to find? Is there any context you can provide to explain your academic history? Please include any additional information PCSB should review when considering your school's academic history.

BASIS DC opened its doors in 2012 and did not receive a Tier rating for its first year of operation; however; during the subsequent years 2013 – 2015 it received a rating of Tier One. With the transition from the DC CAS to PARCC in school year 2015 – 2016 Tier ratings were not available; however, students at BASIS DC rank number one in the city in Math among all high schools and number one in English Language Arts/Literacy among charters and open enrollment schools on the Partnership for Assessment of Readiness for College and Careers (PARCC). Students at BASIS DC rank second in Math among all middle schools and second in English Language Arts (ELA) among charter schools on the Partnership for Assessment of Readiness for College and Careers (PARCC). The annual assessment not only evaluates a student's progress but also provides better information for teachers and parents to identify where a student excels, or needs help. BASIS DC has adopted the PMF as the school goals. DC PCSB voted on February 22, 2016 to allow BASIS DC to utilize the PMF framework as the school goals. BASIS DC recently underwent the Qualitative Site Review (QSR). The results of the QSR in the classroom environment domain, the QSR team scored 79% of the observations as distinguished or proficient. In the instruction domain the QSR team scored 84% of the observations as distinguished or proficient.

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses, and how will the school finance its growth plan?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

Starting in fiscal year 2017, the existing BASIS DC school is projected to run a larger operating surplus due to savings on debt service enabled by a January 2016 refinancing. Opening the proposed two new campuses for grades K-4 would reduce that surplus somewhat but still leave a balanced budget for the three-school system. The surplus would be reduced because the BASIS.ed K-4 program is more expensive to operate than the middle and high school program; the largest cost component is payroll, since each BASIS.ed classroom for grades K-4 has at least two teachers. Additional anticipated expenses for the new K-4 campuses include lease payments, debt service, utilities, supplies, food service, and other expenses detailed in the 2016 Budget Workbook. The

school will finance its growth plan using tax-exempt municipal bonds for major capital expenditures, and support from BASIS Schools, Inc. (BSI) for start-up expenses. BSI has completed more than 20 municipal bond-financed construction projects totaling over \$275 million since 2010. Thus our team has accumulated a great deal of expertise in this type of funding, and we are confident we will be able to use this funding source again.

5. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

No, the additional projected enrollment at the existing BASIS DC campus will not exceed the maximum occupancy load detailed in the school's certificate of occupancy. The new grades being requested (K-4) will be located at two new campus locations. The first of which will be determined by October 2016.

6. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

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Section G. Charter Amendment – **LEA Status for Special Education**

***ONLY complete this section if applying to amend LEA Status for SPED:**

All schools must become independent local education agencies (LEAs) for special education by the start of school year 2016-17. Prior to that date, schools will be approved to do this unconditionally as long as they have a plan in place to effectively serve all students with disabilities, as well as to address current, pending and potential litigation, manifestation hearings, IEP reviews, etc. in order to sufficiently serve their students with disabilities. All other schools will receive conditional approval and be monitored by PCSB staff to ensure that a continuum of service is offered at the school.

1. How will the school ensure that it will be able to provide a high-quality special education continuum of services? How will you ensure that quality is maintained over time?
2. What special education instructional model is currently implemented at the school? Will the school's change of LEA status impact this model? If so, how? Include in your response any of the following:
 - a. Changes in organizational structure as related to staff responsible for special education compliance and instruction.
 - b. Professional development for staff regarding offering a continuum of services that were previously not offered at your school, if applicable.
 - c. Description of continuum of services that will be offered at your school.

3. Please describe how the school's change of LEA status will affect the school's financial and operational procedures. What are the anticipated expenses, and how will the school finance these expenses?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

4. Have you discussed this change with school staff and parents, particularly families of students with disabilities? Please describe any concerns raised and how you are addressing them.
5. How many special education students does your LEA currently serve at each grade level? Please provide a breakdown of your special education population by special education level and disability category.
6. Please discuss any current pending litigation regarding special education relevant to your school, as well as any litigation that occurred within the past three years.

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Section H. Charter Agreement Amendment – **Campus Reconfiguration**

***ONLY complete this section if applying to revise the configuration of the school's campuses.**

A school should apply for a campus reconfiguration if it combines or divides grade levels into separate "schools" or campuses. Each campus should have one principal, who has the direct authority over just those grade levels, and who reports to the head-of-school or executive director. The school should apply for this change when it wants one accountability system per campus. For example, a PK-8 school that is one campus, will have one PMF score and will report in its annual report once on its progress towards meeting its goals, whereas a PK-8 that has three campuses (e.g. PK-K, 1-5, and 6-8) will receive three separate PMF scores and report three times on its goals, one per campus. A charter school will generally be approved to change the configuration of their campuses if they provide a clear rationale for the proposed change and provide evidence that it will strengthen the overall school program and meet the conditions set forth in the School, Facility, Campus [policy](#).

1. Describe the current campus configuration of the LEA and how it will change.
2. Explain the school's rationale for changing its campus configuration, explaining how the change will directly impact student performance and school culture.

3. Each campus will be held accountable to meet or exceed the goals and student academic achievement expectations as set forth in your charter or subsequent amendments. How will the reconfiguration help the school meet its charter goals and achievement expectations?

4. What effect will the campus reconfiguration have on the school's program, including:
 - a. Staffing,
 - b. Budget,
 - c. Facilities, and
 - d. Other aspects of the school program, including transportation, before or aftercare, etc.?

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Section I.

Charter Amendment – **Campus Replication***

*(with no changes to grades configuration or curriculum)

****ONLY complete this section if applying to Replicate/Operate in Additional Campus(es).**

PCSB will generally approve a campus replication amendment for LEAs that fit the following criteria:

- *Have PMF scores of Tier 1 or its equivalent for each PMF related to the LEA for the majority of the past five years, including all existing campuses;*
- *Are financially viable with sufficient financial standing for the past three years; and*
- *Are in compliance with all applicable laws and PCSB policies.*

1. Explain the school's rationale for proposing to replicate, including the growth plan, location, and target population. If this is intended for a restart or take over, please discuss your theory of change.

2. How will the school ensure that the quality of the new campus will be the same as the quality of the existing campus(es)? How will you ensure that quality is maintained across all campuses over time? If the expansion is tied to a takeover or restart, please describe your plan to ensure quality. In your response include:
 - a. Anticipated changes that will be made to your organization structure, including an updated organizational chart.
 - b. Recruitment and staffing plans (including hiring timeline) for these vacancies, including the new principal/academic lead, counselors, and key support staff.
 - c. Professional development and other supports offered to staff at the new campus.

Click here to enter text.

3. How many students will be served at the new campus and what is your timeline for expansion?
NOTE: If the replication will require an amendment to your enrollment ceiling, you must complete [Section F: Enrollment Ceiling](#).

Click here to enter text.

Note: If you have identified a new location, please complete [Section J: New Location](#) and submit with this request. If not, please note that you must submit Section J when a new location has been identified. Please note that another public hearing will be held once a location has been found.

Section J. Charter Agreement Amendment – New Location or Additional Facility

***ONLY complete this section if applying to amend Campus Location.**

Any school that is planning to operate a new campus in an existing (or new) location or relocate an existing campus, whether temporarily or permanently, and even if it is taking over an existing campus of another public charter school, must notify PCSB of the change and amend its charter agreement to include the new address.

PCSB will generally approve a campus addition or relocation amendment, if the school has made documented and meaningful effort to engage the community, including the Advisory Neighborhood Commission (ANC), and has made an effort to address their concerns, if any. The school must show proof that it has taken into consideration the current families attending the school and their transportation needs, at least for the first year of operation in the new location.

1. What is the reason for this change in location: [check the reason below that best describes your plan]
 - ☐ Entire campus or school is relocating from current location to a new location?
 - ☐ A single campus is both staying in its current location AND expanding into a second location (e.g. some grades in one facility and some in a second temporary space until a permanent facility is found.).
 - ☐ School is replicating an existing campus. (Note: Please complete Section H: Replication)
 - ☐ School is creating a new campus being housed in a new facility (Note: Please complete Section D: Campus Reconfiguration)
2. List all of the facilities that the school currently operates along with the new facility(ies) the LEA plans to operate. Include the campus(es) located in each facility, highlighting any changes from what is currently written in its charter agreement.
3. Is the proposed new facility a property that you plan to purchase or lease? How many square feet is this space? Which grade level(s) will be at this location?
4. If the school is planning to move a current campus into a new location, please address:
 - a. How will the change in location impact students who currently attend this campus, and how will you ensure that students will re-enroll?
 - b. Given that students are expected to move, how will you support families that need transportation?
5. Describe the neighborhood of the proposed location (e.g. residential, commercial, metro-accessibility). What value will you bring to this community? In your response, list traditional and public charter schools in close proximity to the new location, identifying schools that serve the same grade span as you will serve at full capacity at

this location. Describe how the academic performance, demographics, and mission of your school compare to these schools.

Section J continued on next page



Section J. Charter Agreement Amendment – New Location or Additional Facility
Continued

6. Describe how you have engaged your school's community in the decision to relocate, expand, or divide into this new location. Submit documentation of your communications with your staff and families regarding this new location. Please explain any potential concerns raised by the school's internal community, including students, teachers, etc. (Not applicable if replicating an existing campus.)
7. Describe all community outreach that has been done in the local community of the new school location. Submit documentation of communications with nearby principals, neighbors, ANC representatives, Councilmembers, and others, notifying them of your plans. What concerns, if any, have been brought to your attention and how do you plan to address them?
8. Will there be newly-created slots for additional students? If so, discuss student recruitment efforts in the new school community.
9. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students who will occupy the facility at any point in the future, please explain how you will address this issue.
10. How will the proposed change impact the school's operations and finances? What are the anticipated expenses, and how will the school finance these expenses?

Note: In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).

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Section K. Charter Amendment – New Campus that is Not a Replication

Prior to beginning this request to expand, contact PCSB staff person Laterica (Teri) Quinn at (202) 328-2675 to set up a meeting with PCSB leadership and your school's board chair and executive director to discuss the nature of your request. .

Instructions: To apply for a charter expansion, please refer to the **charter application guidelines** provided on PCSB's website at: <http://www.dcpccb.org/report/start-charter-school>. Existing charter schools seeking expansion should complete the sections of the [Charter Application Guidelines](#) outlined below.

2014-15 Charter Application Guidelines for Existing Charter School Expansions

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A. Establishing the Need

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2. Demographic Analysis
3. Recruiting and Marketing

B. Education Plan

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3. Curriculum
 - a. Student Learning Standards
 - b. Methods of Instruction
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 - d. Assessing Learning
 - e. Vertical Alignment and Promotion Requirements
4. Support for Learning
 - a. Planning Year
 - b. School Organization and Culture
 - c. Safety, Order, and Student Discipline
 - d. Professional Development
 - e. Structure of the School Day and Year
 - f. Family Involvement
 - g. Community Participation
 - h. Extracurricular Activities



Section K. Charter Amendment – New Campus that is Not a Replication Continued

C. Business Plan

a. Administrative Structure

2. Facilities

a. Identification of a Site

b. Financing for Facilities

c. Building Maintenance

D. Operations Plan

a. English Language Learners

2. Human Resource Information

a. Qualifications of Key Leadership and School Staff

b. Staffing Plan

c. Major Contracts Planned

d. Technology Plan

E. Budget and Finance

1. Pre-Opening Budget

2. Two-Year Operating Budget

3. Estimated Five-Year Budget Projections

4. Capital Budget

5. Cash Flow Projection for Year One

F. Course Curriculum

Enrollment Matrix – All Campuses

	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	<i>Continue until year of max enrollmen t</i>
Grade Levels	Current	Projected	Projected	Projected	Projected	Projected
PK-3						
PK-4						
Kindergart en			84	84	84	
Grade 1			61	92	92	
Grade 2			61	61	92	
Grade 3			61	61	61	
Grade 4			61	61	61	
Grade 5	135	115	115	112	95	
Total						
Grade 6	155	123	105	102	86	
Grade 7	109	128	101	86	86	
Grade 8	94	101	119	94	80	
Total						
Grade 9	51	62	66	78	62	
Grade 10	23	47	57	61	72	
Grade 11	17	19	38	47	50	
Grade 12	0	15	17	34	42	
Total						
LEA Total	584	610	946	973	963	
Projected % - SPED	7%	7%	7%	7%	7%	
Projected % - ELL	3%	3%	3%	3%	3%	

# Campuses*	1	1	2	2	2	
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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the methods and media used to communicate information. (p. 1)

The 'communication' field is defined as:

...the study of the nature, sources, uses, and management of communication, and the methods and media used to communicate information. (p. 1)

These definitions are not mutually exclusive, and the two fields overlap significantly.

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**BASIS DC Primary Enrollment Matrix – All Campuses Con't.
Through SY 2025-26**

Grade	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2023- 24	Academic Year 2024- 25
Kindergarten	168	168	168	168	168
Grade 1	153	184	184	184	184
Grade 2	153	153	184	184	184
Grade 3	153	153	153	184	184
Grade 4	122	153	153	153	184
Grade 5	95	95	119	143	143
Total					
Grade 6	86	86	86	108	130
Grade 7	84	71	71	71	89
Grade 8	80	78	66	66	66
Total					
Grade 9	52	52	51	43	43
Grade 10	57	48	48	47	40
Grade 11	59	47	39	39	38
Grade 12	45	53	42	35	35
Total					
LEA Total	1307	1341	1364	1425	1488
Projected % - SPED	7%	7%	7%	7%	7%
Projected % - ELL	3%	3%	3%	3%	3%
# Campuses*	3	3	3	3	3

Grade	Academic Year 2025-26	
Kindergarten	168	
Grade 1	184	
Grade 2	184	
Grade 3	184	
Grade 4	184	
Grade 5	143	

Total		
Grade 6	130	
Grade 7	107	
Grade 8	82	
Total		
Grade 9	43	
Grade 10	40	
Grade 11	33	
Grade 12	34	
Total		
LEA Total	1516	
Projected % - SPED	7%	
Projected % - ELL	3%	
# Campuses*	3	