

BASIS Charter Schools

# PARENT/STUDENT HANDBOOK

2018–2019



Charter Schools

# HOW TO USE THIS HANDBOOK

The BASIS Charter Schools Parent/Student Handbook contains important information for BASIS [Parents](#). If you are reading online, we suggest that you download the handbook to your desktop for optimal viewing.

Printed copies of this handbook are available for review at your BASIS school.



Navigating the handbook: To return to the Table of Contents, click the content icon in the top right corner of each page. To see a specific section, click the section title in the Table of Contents. Where applicable, links to additional resources to help you further understand the content are provided on the right side of the page.

**Green Text:** When you see the term [SCHOOL INFORMATION](#) printed in green, refer to the links in the column on the right for state or [School](#) specific information.

**Underlined black text:** When the text references another section within the handbook, the text will be underlined. For quick navigation, the underlined text is linked to the page referenced.

**Underlined purple text:** When you see the term [Link](#) printed in purple, an external website will open in a new window with further information. These Links are not specific to a state or [School](#). If you are reading online and wish to return to the handbook, close the window.

**Refer:** Throughout the handbook, the term refer appears in bold when additional information on the topic is available on an external website.

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# WELCOME TO BASIS CHARTER SCHOOLS



We are thrilled that you have chosen a BASIS Charter School as the appropriate educational environment for your child for the 2018–2019 school year. The first BASIS Charter School was founded in 1998 by Olga and Michael Block in Tucson, Arizona. It has grown from a single, small, family-run charter school with 56 students to a major player in the advancement of American education in Arizona, Louisiana, Texas, and Washington, D.C.

BASIS Charter Schools currently include BASIS Ahwatukee, BASIS Baton Rouge, BASIS Chandler, BASIS Chandler Primary North, BASIS Chandler Primary South, BASIS Flagstaff, BASIS Goodyear, BASIS Goodyear Primary, BASIS Mesa, BASIS Oro Valley, BASIS Oro Valley Primary, BASIS Peoria, BASIS Peoria Primary, BASIS Phoenix, BASIS Phoenix Central, BASIS Phoenix Primary, BASIS Phoenix South Primary, BASIS Prescott, BASIS San Antonio Primary Medical Center, BASIS San Antonio Primary North Central, BASIS San Antonio Shavano, BASIS Scottsdale, BASIS Scottsdale Primary East, BASIS Scottsdale Primary West, BASIS Tucson North, BASIS Tucson Primary, and BASIS Washington, D.C.

Even as we grow, we retain the commitment to excellence and the feeling of family that helped create the strong foundation for our mission and philosophy.

## MISSION

The mission of BASIS Charter Schools is to empower students to achieve at globally competitive levels with a transformative K–12 academic program.

## PHILOSOPHY

Our [Schools](#) hold students to the highest possible academic standards, asks them to take responsibility for their own work, and do so with the guidance of teachers who are both highly qualified and highly motivated to help students in every way possible. We understand that the time a student has to prepare for college is exceedingly short; it is our goal to make the most of that time by providing the best, most focused college-preparatory education possible.

# TERMS AND DEFINITIONS



**School(s):** The information contained within the handbook is common to all BASIS Charter Schools. For the purpose of this handbook, the term [School](#) is used to represent any or all BASIS Charter Schools.

**SCHOOL INFORMATION:** Information that relates to all BASIS Charter Schools, but differs based on specific [School](#) or region (Arizona, Louisiana, Texas, or Washington, D.C.) The handbook provides a direct link to [School](#) or state specific information in the [SCHOOL INFORMATION](#) list located in the right-hand column of the page. The reader should also refer to their [School's](#) Guidebook.

**Parent:** For the purpose of this handbook, the term [Parent](#) is used to indicate a student's caregiver(s)/ guardian(s) as identified in the student's registration documents as the person(s) with whom the student resides. It is assumed that both the student's mother and father have equal rights as legal guardians of the child and all information will be provided to both [Parents](#) when requested during the registration process. If there is a court order limiting [Parent](#) custody, communication, or visitation with the student, it is the responsibility of the sole caregiver to submit a copy of the court order to the [School](#). Unless the court order is on file, both [Parents](#) have equal rights to information regarding the student.

A student who is 18 years of age or older, or is legally emancipated, may submit written notice requesting the [School](#) not contact his/her caregiver(s) with regard to grades or other personal information. After submitting the documentation of legal emancipation, the term [Parent](#), for the purpose of the handbook, represents the student and the previously-recognized [Parent](#) is excluded from any further communication. It is the student's responsibility to submit the notice of legal emancipation. Without the notification on file, the student's caregiver(s) will continue to receive communication from the [School](#) regardless of the student's age.

# HANDBOOK PURPOSE AND ACKNOWLEDGMENT



The purpose of this handbook is to inform students and [Parents](#) of the policies, procedures, and operations of the [School](#). It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and wellbeing of our students. The [Parent](#) is required to review the contents of this handbook and share appropriate information with his/her child. **As a condition of enrollment, [Parents](#) and students are required to sign the handbook Acknowledgment, which indicates that both the [Parent](#) and student understand and agree to abide by the directions of this handbook.** Each student will receive a copy of the Handbook Acknowledgment from his/her [School](#) to complete. Information, policies, and procedures pertinent to an individual [School](#) campus (e.g., drop-off and pick-up information, etc.) will be provided in the [School's](#) Guidebook, which applies alongside the Parent-Student Handbook.

Policies published in this handbook are overseen by the [School's](#) governance entity. To learn about the governance entity for your [School](#), refer to following state appropriate link:

- [Arizona](#)
- [Louisiana](#)
- [Texas](#)
- [D.C.](#)

# ELECTRONIC COMMUNICATION SERVICE



The [School](#) offers the option of participating in an Electronic Communications Service. A [Parent](#) who agrees to this service will receive all general information (including this handbook) and updates, notifications, announcements, newsletters, etc. through Internet based communication. The [School](#) uses industry-standard technologies to protect and secure the electronic information. The use of any electronic communications system, such as the World Wide Web, has a number of risks that users should consider before use. While the [School](#) will use all reasonable means to protect the security and confidentiality of electronic information sent and received, including the use of encryption and other security technologies, it cannot guarantee the security and confidentiality of web-based communications, and will not be liable for inadvertent or improper disclosure of confidential information that is not caused by intentional misconduct or that is caused by failures of systems outside of the [School](#). For those who do not agree to the Electronic Communications Service, all information communicated via this service will be made available for review at the [School](#) front office.

The information provided by the Electronic Communications Service is provided only to the [Parent](#). Only upon written request, and in compliance with the relevant laws and regulations, will the [School](#) provide information to other parties. For the purpose of this handbook, the term “communicated” means that the [Parent](#) is informed using the Electronic Communications Service. This does not prevent the [School](#) from using additional communication means, (e.g., fliers, signs in the parking lot, or electronic screens in the foyer and cafeteria).

# ON-SITE SCHOOL MANAGEMENT AND STAFF



**School** management consists of the Head of School, Head of Operations, Director of Academic Programs, and (depending on grade levels served and size of the **School**) a Director of Student Affairs, Director of Primary Programs, Director of Middle School Programs, or Director of Upper School Programs. **School** staff includes teachers and teaching fellows, Deans, Special Education Coordinators, and other administrative staff. While every **School** has a Head of School and a Head of Operations, in small and newer **Schools**, the role of Director of Student Affairs might be performed by the Head of School. Only **Schools** with full K–4 programs have a Director of K–4 Programs. The number of Deans and the grades they are responsible for depends on the grades the **School** serves and its population. To find out who is in these management positions at your **School**, refer to **SCHOOL INFORMATION**.

The course teacher (or Learning Expert Teacher, when applicable) is the first point of contact when **Parents** or students need to communicate about academic issues or a student's wellbeing in a specific course. Any other issues related to general academic performance or a student's wellbeing should be addressed with the student's Dean.

## SCHOOL INFORMATION

### **School Management**

[BASIS Ahwatukee](#)

[BASIS Baton Rouge](#)

[BASIS Chandler](#)

[BASIS Chandler Primary North](#)

[BASIS Chandler Primary South](#)

[BASIS Flagstaff](#)

[BASIS Goodyear](#)

[BASIS Goodyear Primary](#)

[BASIS Mesa](#)

[BASIS Oro Valley](#)

[BASIS Oro Valley Primary](#)

[BASIS Peoria](#)

[BASIS Peoria Primary](#)

[BASIS Phoenix](#)

[BASIS Phoenix Central](#)

[BASIS Phoenix Primary](#)

[BASIS Phoenix South Primary](#)

[BASIS Prescott](#)

[BASIS San Antonio Primary MC](#)

[BASIS San Antonio Primary NC](#)

[BASIS San Antonio Shavano](#)

[BASIS Scottsdale](#)

[BASIS Scottsdale Primary East](#)

[BASIS Scottsdale Primary West](#)

[BASIS Tucson North](#)

[BASIS Tucson Primary](#)

[BASIS Washington, D.C.](#)

# CURRICULUM AND COURSE ENROLLMENT



All BASIS Charter Schools follow the BASIS Curriculum. This internationally-benchmarked and accelerated liberal arts curriculum was developed by BASIS.ed and is managed and continuously developed by BASIS Curriculum experts.

The BASIS Curriculum determines the order in which students are required to take specific courses or what courses students can select from the [School](#) course catalog. For a specific [School](#) course catalog, **refer** to the BASIS Curriculum Schools Course Catalog link in ParentSquare. The content of each course is guided by BASIS.ed Link & Assessment (BeLA), the system developed and managed by BASIS Curriculum experts. It is the responsibility of our curriculum experts to align the curriculum with the educational standards required by the relevant authorities (Arizona Department of Education, Louisiana Department of Education, Texas Education Agency, and Office of the State Superintendent, D.C.).

It is mandatory for all teachers to be familiar with the educational standards for their state and to implement the BASIS Curriculum in compliance with these requirements. Using the BeLA system, the teacher designs the Course Syllabus. The syllabus explains the content of the course in the form of a course outline, including lesson units and activities. In addition, the syllabus includes the description of class policies, grading policies, as well as a list of supplies and instructional materials needed for the class. Students receive the syllabus by the end of the third week of instruction. Each course syllabus is available for [Parents](#) in the [School](#) office. The BASIS Curriculum distinguishes three types of courses: required courses, elective courses, and optional courses.

## REQUIRED COURSES

Students are assigned required courses. In the event that there are alternatives to required courses for students in specific grades, the student's Dean and/or Director(s) recommends placement based on course prerequisites and available space. The prerequisites include, but are not limited to, previously attended courses, academic results in previously attended courses, results of placement tests, and auditions. Based on a student's performance, the Dean may recommend a change in the student's required course enrollment during the school year. The final decision is made by the student's Director(s). The [Parent](#) is informed prior to a final decision.

## ELECTIVE COURSES

Starting in grade 6, students must select one elective course from available options. Because some electives are more popular than others, students are required to list more than one preferred elective. A student's preferred elective courses must be approved by a [Parent](#) in the form of a signature and may require a fee for optional materials designed to enhance the student's experience in the course. The Dean recommends elective placement based on course prerequisites and available space; then, the Director(s) makes the final



decision about placement in an elective course based on the Dean's recommendation.

### **OPTIONAL COURSES**

Students may be offered optional courses as an enrichment to the academic program. As these courses amount to additional but not essential academic benefits, there may be an additional fee required. Students are not required to attend any optional course, but once he/she opts to attend the course, it becomes part of his/her academic record. The [Parent](#) must approve and agree to pay all fees connected to the course. Optional courses cannot be taken in place of required courses, and the Dean may recommend that the student does not enroll in optional courses. The student's Director(s) makes the final decision about enrollment in optional courses. The required and elective courses offered to students at any BASIS Charter School meet or exceed the requirements of Arizona, Louisiana, Texas, and Washington, D.C. standards. In compliance with charter laws and regulations, all required and elective courses are offered free of tuition.

### **CHANGES IN ELECTIVE OR OPTIONAL COURSE ENROLLMENT**

Only students in grades 8–12 are allowed to petition for changes in elective and optional courses. Students in grades K–7 are assigned elective and optional courses by the process described above. Based on a student's academic results, the Dean may recommend a change in elective or optional course enrollment during the school year. The final decision is made by the Director of Student Affairs. The [Parent](#) is consulted prior to a final decision.

### **WITHDRAWAL FROM ELECTIVE OR OPTIONAL COURSE (GRADES 8–12 ONLY)**

Students must take at least one elective course per grading term; however, students may withdraw from a second elective course or additional optional course. In the event that a student is enrolled in a second elective course because he/she has chosen not to take an AP Science course, the student may not withdraw from the second elective course at any time. A student must petition his/her Dean and obtain the Dean's acknowledgment of withdrawal and information regarding partial credit for the course. If the student stops attending the course prior to receiving the Dean's acknowledgment, his/her absences will be considered unexcused (see Attendance section).

### **LATE ENROLLMENT IN ELECTIVE OR OPTIONAL COURSE (GRADES 8–12 ONLY)**

Students may petition the Dean (in writing) for late enrollment in an elective or optional course. The Dean will confirm with the course teacher that the course is available (based on space, academic standing, etc.). The Dean recommends the petition for approval, or disapproval, to the student's Director(s). The Director's decision



is final. If the petition is approved, the timing of the change in course enrollment depends on when the petition was made:

- If the petition was submitted between the first day of school and the end of the first full week of classes, the student will be enrolled in the new elective course immediately after the approval is granted.
- If the petition was submitted after the first two weeks of the first Trimester, but before the end of the first Trimester, the student will be enrolled in the new course at the beginning of the second Trimester.

# ACCREDITATION AND SCHOOL MANAGEMENT



All BASIS Charter Schools are managed by BASIS.ed. To learn about BASIS.ed, **refer** to this [Link](#). All [Schools](#) managed by BASIS.ed are accredited by AdvancED (NCA CASI). To learn more about AdvancED, **refer** to this [Link](#). Dedicated to advancing excellence in education worldwide, AdvancED—a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK–12 schools—provides accreditation, research, and professional services to 34,000 schools and school systems across the United States and in more than 70 countries that educate more than 20 million students. AdvancED accreditation is provided under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI). BASIS.ed received system re-accreditation from AdvancED (NCA CASI) in June 2017. System accreditation recognizes that increasing student achievement involves more than improving instruction. It is a result of how well all parts of the education system—the community, school, and classroom—work together to meet the needs of students.

## HOW TO CONTACT US

A [Parent](#) may contact any member of the [School](#) management or staff by email or written note to the staff in the [School](#) office. Office Assistants are not authorized to provide anyone, including [Parents](#), with information related to student attendance or academic performance, but they are available to help connect you with the appropriate individual or department. Please refer to [SCHOOL INFORMATION](#) for office hours and contact information.

## SCHOOL INFORMATION

### Contact Us

[BASIS Ahwatukee](#)

[BASIS Baton Rouge](#)

[BASIS Chandler](#)

[BASIS Chandler Primary North](#)

[BASIS Chandler Primary South](#)

[BASIS Flagstaff](#)

[BASIS Goodyear](#)

[BASIS Goodyear Primary](#)

[BASIS Mesa](#)

[BASIS Oro Valley](#)

[BASIS Oro Valley Primary](#)

[BASIS Peoria](#)

[BASIS Peoria Primary](#)

[BASIS Phoenix](#)

[BASIS Phoenix Central](#)

[BASIS Phoenix Primary](#)

[BASIS Phoenix South Primary](#)

[BASIS Prescott](#)

[BASIS San Antonio Primary MC](#)

[BASIS San Antonio Primary NC](#)

[BASIS San Antonio Shavano](#)

[BASIS Scottsdale](#)

[BASIS Scottsdale Primary East](#)

[BASIS Scottsdale Primary West](#)

[BASIS Tucson North](#)

[BASIS Tucson Primary](#)

[BASIS Washington, D.C.](#)

# SCHOOL ORGANIZATION



## GRADES

**Schools** are organized in different grade level configurations within the K–12 system.

- **Grades K–3:** BASIS Phoenix South Primary, BASIS Scottsdale Primary East, BASIS Scottsdale Primary West
- **Grades K–4:** BASIS Baton Rouge, BASIS Chandler Primary North, BASIS Chandler Primary South, BASIS Peoria Primary, BASIS Tucson Primary
- **Grades K–5:** BASIS Oro Valley Primary, BASIS Phoenix Primary, BASIS San Antonio Primary Medical Center, BASIS San Antonio Primary North Central
- **Grades K–12:** BASIS Flagstaff, BASIS Goodyear, BASIS Mesa, BASIS Phoenix Central, BASIS Prescott
- **Grades 4–12:** BASIS Ahwatukee, BASIS Scottsdale
- **Grades 5–12:** BASIS Chandler, BASIS Peoria, BASIS Tucson North, BASIS Washington, D.C.
- **Grades 6–12:** BASIS Oro Valley, BASIS Phoenix, BASIS San Antonio Shavano

To simplify communication, High School refers to grades 9–12. For policies regarding promotion from grade to grade once a student is enrolled at a BASIS Charter School, please see Grade and Course Promotion Criteria. Students may be transferred between grades during the school year at the recommendation of the Director of Student Affairs and Head of School. The Head of School has the final decision. The **Parent** is consulted prior to a final transfer.

## GROUPS AND SECTIONS

Students in grades K–8 are organized into “groups” based on grade level; for the majority of the day, students in the same group will attend classes together. Students in grades 9–12 are organized into “sections” for the purpose of scheduling. Section assignment depends on program requirements, students’ academic readiness, and scheduling constraints. Additionally, in certain cases (e.g., elective courses), the placement of students in sections is guided by student or **Parent** preference. For students in grades K–8, the sections mostly coincide with the groups. All classes for students in grades 9–12 are scheduled by section. Students may be moved between groups and sections during the school year at the recommendation of the course teacher or the student’s Dean. The final decision about group and section placement is at the discretion of the Director of Student Affairs. The **Parent** will be informed prior to any change.

The **School** reserves the right to make all final decisions regarding the placement of a student in a grade, group, or section.



## INSTRUCTIONAL DAY

The standard instructional day varies depending on grade level. Regardless of the grade level, however, the day includes courses or classes, transition periods or breaks, and lunch. Depending on grade level, the day may also include recesses. Students attend regular courses, elective courses, breaks, recess, and lunch during the times specified on the student schedule. To learn about the [School](#) and grade-specific schedules, refer to the student schedule your student receives during the first week of instruction.

## SCHOOL YEAR

The school year is defined in the school calendar and meets or exceeds the minimum days and hours of instruction prescribed by relevant laws or regulations. Typically, the school year has a total of 180 instructional days. Most instructional days are full days. For specific dates of instruction, early release, and other school year information, refer to [SCHOOL INFORMATION](#) and the [School's](#) Guidebook.

The school year consists of the Academic Term, review periods, Project Term, and optional summer term:

- **Academic Term:** starts on the first day of school and ends on the last school day before the Comprehensive exam review period (for grades 6–8), before Final Exams (for non-AP courses in grades 9–12), or before AP Exams (for AP courses in grades 9–12). During the Academic Term, students follow their regular schedules. The Academic Term is divided into five Grading Periods for grades K–7 and three Trimesters for grades 8–12.
  - For the purpose of early identification for Academic Support Student Program, Trimesters are divided into mid-Trimesters. During the Academic Term, the [School](#) requires students in all grades to take any standardized examinations mandated by the relevant law or regulation. A test calendar with detailed dates will be communicated to the [Parent](#) as soon as it is available.
- **Review periods (Grades 6–8):** begin a minimum of five school days before PreComprehensive and Comprehensive exams. Students in grades K–5 and 9–12 are exempt from both PreComprehensive and Comprehensive exams and, therefore, do not participate in the review periods. The dates of PreComprehensive and Comprehensive exams are marked in the [School](#) Academic Calendar.
- **Project Term:** encompasses the four to six school days before the last school day. During this time, students work on multidisciplinary projects in multi-grade groups. The goal of these projects is to challenge students to be cooperative, creative learners and to function as a team to achieve a specific goal.
- **Senior Project Term (grade 12 only):** starts the first day of the third Trimester. Seniors who have fulfilled conditions required for participation in a Senior Project may spend the last Trimester participating in the Senior Project, typically outside school premises. For more information about the Senior Project requirements and eligibility, please **refer** to the Graduation and Diploma Requirements link in ParentSquare.

## SCHOOL INFORMATION

### School Calendar

[BASIS Ahwatukee](#)

[BASIS Baton Rouge](#)

[BASIS Chandler](#)

[BASIS Chandler Primary North](#)

[BASIS Chandler Primary South](#)

[BASIS Flagstaff](#)

[BASIS Goodyear](#)

[BASIS Goodyear Primary](#)

[BASIS Mesa](#)

[BASIS Oro Valley](#)

[BASIS Oro Valley Primary](#)

[BASIS Peoria](#)

[BASIS Peoria Primary](#)

[BASIS Phoenix](#)

[BASIS Phoenix Central](#)

[BASIS Phoenix Primary](#)

[BASIS Phoenix South Primary](#)

[BASIS Prescott](#)

[BASIS San Antonio Primary MC](#)

[BASIS San Antonio Primary NC](#)

[BASIS San Antonio Shavano](#)

[BASIS Scottsdale](#)

[BASIS Scottsdale Primary East](#)

[BASIS Scottsdale Primary West](#)

[BASIS Tucson North](#)

[BASIS Tucson Primary](#)

[BASIS Washington, D.C.](#)



- **Summer term:** begins after the last school day and ends the day before the first day of the following school year. During summer term, the [School](#) may organize optional summer programs for students.

## GRADE PROMOTION REQUIREMENTS AND GRADE REPORTS

For policies regarding grading periods, grading scales, grade promotion, grade reports, and GPA calculations differ by grade level, **refer** to the Grade Promotion link on ParentSquare.

## GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

To obtain a BASIS Diploma, students must fulfill the graduation requirements for their graduating year and their [School](#). Most of these requirements are the same at each [School](#). However, these may be modified depending on Arizona, Texas, Louisiana, and D.C.-specific requirements and the [School](#) (i.e., the year the [School](#) opened and how many years the student has attended a BASIS Charter School).

To read more about the BASIS Graduation Requirements and Diploma Options, (defined by [School](#) and year of graduation), **refer** to the Graduation & Diploma Requirements link, listed by cohort, on ParentSquare. It is crucial for the students and [Parents](#) to read this information prior to the student entering grade 9. While the [School](#) works with students to ensure they understand these requirements and their graduation options, it is necessary for students to be familiar with any adjustments (e.g., less stringent requirements) made for their specific [School](#) and graduation year.

# EXAM REQUIREMENTS AND FEES



**Advanced Placement® (AP) Exams:** The College Board assesses a fee for each exam ordered. The BASIS Diploma graduation requirements compel students to take a minimum of six AP Exams and pass at least one with a minimum score of 3 (see BASIS Graduation Requirements and Diploma Options). As long as a student maintains a Cumulative Course Average of a D or above in any AP course (by the end of the third Trimester), the **School** will pay for the minimum required number of AP Exams each year. The

**School** will pay for additional AP Exams when the student meets the following conditions:

- **In grade 8**, upon teacher recommendation, which is based on the student's performance on practice AP Exams and the course in general.
- **In grade 9**, for the second or any additional, non-required exam, upon teacher recommendation.
- **After grade 9**, students must maintain an average score of 3 or above on all AP Exams or the student may not receive full financial support for AP Exams beyond the six that are required for graduation.
  - If a student leaves the **School** before graduating, the cost of any AP Exams taken while attending the **School** will be charged to the **Parent** or, if applicable, deducted from the student's security deposit.

## OECD TEST FOR SCHOOLS (BASED ON PISA)

The highly respected Programme for International Student Assessment, or PISA, is managed by the Organization for Economic Co-Operation and Development (OECD). The PISA is administered every three years internationally, while the OECD Test for Schools (based on PISA) is administered in the United States every year by schools that elect to take it. The PISA test is an internationally benchmarked, school-level assessment tool that measures critical-thinking skills and how well 15-year-old students can apply their knowledge of reading, math, and science to real-world problems. The results of the PISA enable the **School** to compare their students' results against international results and earn international recognition. Since the test measure a student's problem-solving abilities and is not curriculum-based, it requires no prior preparation. This test is critical for the **School** to determine international benchmarking; therefore, all eligible 15-year-old students are required to take the test during the school year, although they do not factor into students' grades. For additional details, **refer** to the OECD Test for Schools website at this [Link](#).



## ISA TEST

ISA (International Student Assessment) is also based on the PISA test, and is built for younger students—BASIS Curriculum Schools use it in grades 3–5. The ISA assesses core skills in mathematical literacy, reading, writing, and scientific literacy, and utilizes open-ended questions to illuminate students' thinking processes. It does not reflect any specific curriculum, and it provides data on student and school levels, as well as provides comparisons across schools and countries. For more information **refer** to this [Link](#).

# ADDITIONAL GRADE PROMOTION CRITERIA

*Please note: Students in grade 8 who receive a '1' on their AP World History exam can petition to take the World History Comprehensive exam on a date specified by the [School](#). The student must earn a minimum of 60% on the World History Comprehensive exam to be promoted to grade 9. Students who receive a '2' or higher are promoted even if they opted not to take the World History Comprehensive exam and irrespective of their World History Comprehensive exam results. For Texas schools, this rule applies to grade 8 students taking the AP U.S. History Exam.*

## Arizona

In Arizona, pursuant to ARS § 15–701, a pupil in grade 3 who fails to meet the reading standards as measured by the applicable state assessment shall not be promoted. The student shall be provided with intensive reading instruction as defined by the Arizona State Board of Education. For more information, **refer** to this [Link](#).

## Texas

In Texas, according to the Student Success Initiative (SSI), students in grades 5 and 8 who fail to meet the required standard on the Math and Reading assessments do not meet state promotion criteria. These students may be retained in those grades. For more information, please see the SSI Manual or your Director of Academic Programs.

**Texas EOCS:** pursuant to Texas law, all students in Texas must pass End of Course (EOC) exams in five subjects (Algebra I, English I, English II, Biology, and U.S. History) in order to be eligible for promotion, and ultimately graduation. The end of course exams are given at BASIS Charter Schools consistent with the year the student takes the course material. For more information, **refer** to this [Link](#).

*Please note: Based on the essential knowledge and skills for each course, and in light of the BASIS Curriculum, BASIS.ed retains the right to implement an equivalency scale for the purposes of determining course credit for high school graduation should the state mandate a grade average.*

# ACADEMIC RECOGNITION



The [School](#) recognizes high academic performance at the end of each Grading Period or Trimester. The Director of Students Affairs organizes an Academic Honors and Awards Assembly at the conclusion of each of the first four Grading Periods for students in grades K–7 and at the conclusion of the first two Trimesters for students in grades 8–12.

The academic achievement of the students is recognized in the following ways:

- **Distinguished Honor Roll:** Top 5 percent of students with the highest cumulative averages (grades 5–12 only; not awarded for Grading Period 1).
- **Honor Roll:** Top 15 percent of students with the highest averages for the current Grading Period (grades 5–12 only).
- **Most Improved Honor Roll:** Top 5 percent of students in terms of total percentage improvement between the previous Grading Period and the current Grading period (not awarded for Grading Period 1).
- **90s Club:** All students in grades K–7 earning a cumulative Average of 90% or higher for the current Grading Period.
- **Commended Scholar List:** All students in grades 8–12 earning a cumulative GPA of 3.5 or higher for the current Trimester.

In addition, at the end of the school year, the Director of Students Affairs organizes end-of-year Academic Honors and Awards Assembly for all grade levels. Students are recognized for their outstanding academic performance during these assemblies. Graduating students also receive awards during the graduation ceremony.

At the beginning of each school year, the Director of Student Affairs organizes an awards ceremony to celebrate AP and state standardized test scores from the previous school year. The [School](#) recognizes students who have excelled in the AP program at graduation with titles granted by the College Board: **AP Scholar, AP Scholar with Honor, AP Scholar with Distinction, and National AP Scholar.** Additionally, some students might earn the distinction of the **International AP Award** or **State AP Award.** For additional details on these acknowledgments, **refer** to the College Board website at this [Link](#).

# STUDENT SERVICES AND ENRICHMENT ACTIVITIES



## ACADEMIC SUPPORT PROGRAM

One of the central tenets of the [School's](#) educational philosophy is to create independently motivated students. The Academic Support Program is one of the general education tools BASIS Charter Schools use to support the growth of academic independence in students. Academic Support Advisers work closely with students to instruct them in effective use of resources available to students within the [School](#).

Students are primarily placed on Academic Support when they are displaying systematic deficiencies in turning in assignments, producing quality assignments, or they are failing to perform at a passing level on assessments. Additionally, students may be placed on Academic Support when they are first admitted to BASIS, following an extended absence, or when they need close monitoring for a variety of reasons. Academic Support Placement is always temporary, and the goal is to "graduate" students from the program as they take more and more responsibility for seeking out academic support on their own.

## ENRICHMENT ACTIVITIES

Each [School](#) aligns its Enrichment Activities, both clubs (e.g., sports, chess, and string ensemble) and events (e.g., school dances), with the interests of their students in mind. The [School](#) Enrichment Activities serve to provide more academic, artistic, sporting, and community service opportunities and to expand the options offered by the curricular program. Information on the available Enrichment Activities offered at your [School](#) will be communicated to your student throughout the school year. If further information is required, please make an appointment with the [School's](#) Auxiliary Program Coordinator. If you require information on the Early or Late Bird Programs, please contact your Dean of Students.

*Please note: Please see the BASIS DC and BASIS Phoenix South Primary School Guidebooks for more information about the Food Services Programs.*

## EXCEPTIONAL STUDENT SERVICES

As a public school, the [School](#) provides eligible children with disabilities a free and appropriate public education (FAPE) through the provision of special education and/or related services, depending on their disability and level of need, under an Individual Education Program or a Section 504 Plan. Contact the [School's](#) Special Education Coordinator for more information on the [School's](#) policies and procedures related to the identification, evaluation, placement, and provision of FAPE to children with disabilities.

# RULES



The [School's](#) academic rigor and high expectations demand an environment that is free from disruption and fosters mutual respect among students and staff members. To accomplish this, the [School](#) has developed clear rules concerning student behavior that are strictly enforced without regard to gender, religious belief, ethnic background, nationality, disability, gender identity or expression, or other protected class. Any violation of rules described within this Handbook is considered a violation of [School](#) rules. Signing the Handbook Acknowledgment as defined in the Handbook Purpose and Handbook Acknowledgment section of this Handbook indicates that both the student and [Parent](#) have read and understood all policies and rules. The Handbook Acknowledgment will be provided by the [School](#).

[School](#) discipline is enforced each school day for all students whenever they are on [School](#) premises or participating in [School](#)-sponsored activities. This policy is enforced wherever and whenever an organized [School](#) event takes place. The [School](#) reserves the right to discipline students for off-campus behavior at [School](#) organized events and for off-campus behavior that disrupts the [School](#) environment. The [School](#) may also honor the disciplinary consequences imposed by a student's previous school or deny enrollment based on disciplinary status consistent with all applicable state and federal laws.



## CODE OF CONDUCT

- **Promotes respect for fellow students and staff members:** All students are expected and required to behave in a respectful manner toward other students, staff members, and property. In particular, the **School** adheres to a zero tolerance policy toward any language or behavior that intimidates, belittles, or causes physical or emotional injury to others.
- **Promotes respect for all individuals:** 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, religious background, disability, or any other classification protected by law.
- **Promotes individual 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 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.
- **Provides a safe environment for students:** It is the responsibility of all students 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.
- **Provides a disruption-free, educational environment:** No student may disrupt another student's learning. Classroom disruptions of any kind may be considered a Disciplinary Violation.



## 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, or attendance under the influence of tobacco products, drugs, unauthorized prescription medication, alcohol, or any other dangerous, illegal, or controlled substance.
- 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, bullying, or 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 a School Director or the Head of School.
- No unauthorized use of the BASIS name and/or logo. The BASIS name and logo are trademarks protected by state and federal law.
- No unauthorized personal photography on the [School](#) campus or during [School](#) events without the written permission of a [School](#) administrator.



- No photos taken at the [School](#), whether authorized or not, may be posted on the Internet or in any other public forum without permission from a [School](#) administrator.
- Staff members are authorized to use reasonable physical force in self-defense, defense of others, and defense of property. Staff members will do so in accordance with [School](#) policy and applicable law. The [School](#) may summon law enforcement in its discretion when a student's refusal to obey [School](#) instructions creates a safety threat.

### **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 Syllabus. 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. The [School](#) discourages students from bringing electronic devices to school and is not responsible for any lost, damaged, or stolen devices.

The Code of Conduct and all school/classroom rules apply to online conduct in classes or activities where students use computer equipment and 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

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, pants that could be considered “sagging,” etc.)
- No clothing may be worn that features offensive language; derogatory statements about individuals or groups of individuals; 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 could 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). 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 will 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 or turn clothing inside-out, or by requesting that a [Parent](#) deliver replacement clothing to the [School](#). Other measures include 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., cell phones, 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's](#) 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. [School](#) administrators have 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.

If a student is being inappropriate or offensive, the teacher assesses the seriousness of the problem, stops the offensive behavior, and derives disciplinary consequences for such behavior. Students who persist in inappropriate comments or behavior may be removed from class by an administrator.

Students must observe the [School's](#) policies pertaining to behavior, respect, and anti-harassment/non-discrimination in all interactions with peers and school staff. Students may not engage in speech that is threatening, vulgar, or harassing.

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** will employ the following definition for harassment and bullying: severe, pervasive, systematic and/or continued unwanted and annoying actions by a person or group, including threats and demands, that:

- Places a student in reasonable fear for his/her personal safety or disrupts, substantially interferes with, or otherwise causes a detriment to the student's educational environment, physical or mental health, attendance, academic performance, or participation in and benefit from **School** activities, programs, and services.
- May be based on an individual's actual or perceived personal characteristics such as race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, disability, familial status, political affiliation, etc., or association with individuals who possess those characteristics.

For the **Schools'** Racial and Sexual Non-Discrimination/Anti-Harassment Policies and Procedures **refer** to this [Link](#).

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.

The **School** goes to great lengths to prevent bullying, harassment, discrimination, and retaliation of any kind from occurring among its staff, students, and other community members. The **School** provides age-appropriate training to all students on these topics each school year. In connection with that training, the **School** provides a consent form to all **Parents** further emphasizing the **School's** commitment to providing a school environment that promotes the equality, dignity, and respect of every student. By completing the form, **Parents** read and acknowledge that commitment while indicating their consent for their students to participate in the training. The **School** reserves the right to hold all students accountable for adhering to its rules, Code of Conduct, anti-harassment and discrimination policies, and its prohibition against retaliation, regardless of whether the students' **Parents** consent to participation in the training.



## DISCIPLINARY CONSEQUENCES

A Disciplinary Violation is defined as non-compliance with any of the sections of this Handbook, the [School Guidebook](#), and [School](#) rules, especially with the Code of Conduct.

**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, School personnel will alert administrative staff and may contact law enforcement as appropriate to the circumstances.

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 disciplinary consequences.
  - **Dean Referral:** the student is required to report immediately (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):** When the **School** is considering imposing short-term suspension, absent extraordinary circumstances the **School** will notify **Parents** and communicate with the student to give him/her an opportunity to explain his/her perspective. This conversation may occur immediately prior to the imposition of the suspension. 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** front 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 a 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).

*Please note:* Short term suspensions in all BTX schools do not exceed a period of five days.

- **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 the short-term suspension, appropriate [School](#) personnel conducts an investigation of the incident. This investigation will not exceed the length of the short-term suspension absent extraordinary circumstances. Once the investigation is completed, the Senior Vice President of Charter Schools, or designee will select up to three individuals to serve as the Discipline Hearing Committee. These individuals will be unbiased third parties who may be employees of BASIS.ed and who were not involved in the underlying events giving rise to the suspension recommendation. The student and his/her [Parent\(s\)](#) will receive written notice of the of the hearing, which shall include: date, time and place of the hearing; statement of offense(s); parental rights, and list of witnesses, and exhibits expected to be presented at the hearing. The Discipline Hearing Committee will issue a final written decision following the hearing.

- **Expulsion:** the [School](#) permanently withdraws the student's privilege of attending the [School](#). Expulsion is initiated at the recommendation of the Head of School or other appropriate [School](#) personnel, following an investigation of the incident. The Senior Vice President of Charter Schools, or designee will select three individuals to serve as the Discipline Hearing Committee. These individuals will be unbiased third parties who may be employees of BASIS.ed who were not involved in the underlying events giving rise to the expulsion recommendation. The student and his/her [Parents](#) will receive written notice of the hearing, which shall include: date, time and place of the hearing; statement of offense(s); parental rights, and list of witnesses and exhibits expected to be presented at the hearing. The Discipline Hearing Committee will issue a final written decision following the hearing.

*Please note: Pursuant to Texas law, if the Director of Student Affairs determines that a student's conduct warrants suspension for more than five days, or expulsion, the Director or the Head of School will provide the [Parent](#) with written notice of the reasons for the proposed disciplinary action and the date and location of the required hearing before the Director prior to taking any expulsion action. This hearing will take place within five schools days from the date of the disciplinary action. The complete disciplinary due process for BTX Schools can be found in the [School's](#) Guidebook.*



## OTHER DISCIPLINARY PROCEDURES

Depending on the severity of the conduct and proposed disciplinary consequence, school staff or hearing officials will determine the disciplinary consequence.

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 further information, they may 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 the 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, they 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](#) may contact the Senior Vice President of Charter Schools. For the contact information of the Senior Vice President of Charter Schools, please **refer** to this [Link](#).

Procedures for handling Disciplinary Violations for students with disabilities are outlined in the [School's](#) Special Education Policies (available upon request at the [School](#) front office).

### **ACADEMIC INTEGRITY**

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.

### **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 disciplinary file, including disciplinary information related to the current school year, 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 state requirements regarding records and the procedures mandated by the Family Educational Rights and Privacy Act (FERPA).

### **DISCIPLINARY DISCLOSURE**

Colleges and other schools routinely request information from [Schools](#) on disciplinary infractions. When specifically asked, the [School](#) may provide information related to disciplinary incidents that have resulted in an out-of-school suspension or expulsion. The [School](#) does not report on disciplinary actions that occurred at previous schools attended. Students who have had disciplinary infractions prior to their Senior Year are expected to respond honestly when completing a college application. The College Counselor will be available to assist in this process. In a student's Senior Year, the [School](#) will report any significant changes in a student's academic status or disciplinary record between the time of recommendation and graduation.

# 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. Each State or District may have individual regulations or policies regarding attendance. Please refer to your [School's](#) Guidebook for these policies.

## 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.

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](#) front 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](#) front 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 (that jeopardize the student's academic success, according to the course teacher), the [Parent](#) will be required to meet with the Director of Student 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 time line will be summarized in an Absence Recovery plan. If the student does not follow the goals and time lines of the Absence Recovery plan, the [Parent](#) will be required to meet with the Director of Student Affairs again. At this meeting, the student may be declared chronically absent. A student's chronically absent status will not change until the goals of the Absence Recovery plan are satisfied. Chronically absent students do not fulfill the requirements for grade promotion in grades K–8, or for full credit in grades 9–12. Students who do not attend school may be withdrawn and/or reported to law enforcement pursuant to applicable state law.



## TARDINESS

Students who do not arrive to school or class on time are tardy. Students should arrive to school ten minutes prior to his/her first class. Students should be in the classroom and in their seats when class begins. Under extreme circumstances (e.g., major traffic accidents, adverse weather conditions, sickness, or unexpected family issues), the Dean of Students may excuse tardiness. Students arriving after their class has started may be required to wait in a designated area until the start of the next class. This is often necessary to assure the quality of the education process for other students in the class. Tardiness can cause a student to miss valuable instructional time, and often creates disruption and a distraction to the learning environment for other students; therefore, the Dean of Students reserves the right to take disciplinary action against a student anytime he/she is tardy. Possible disciplinary actions may include exclusion from Elective (or Optional) Courses or Enrichment Activities, such as field trips or guest lectures. Chronic tardiness may lead to suspension or other disciplinary action.

As tardiness approaches the point of becoming chronic, the Director of Student Affairs informs the [Parent](#) in writing that if the student is late to class again they will be marked as chronically tardy.

## LATE ARRIVAL, LEAVING FOR PART OF THE DAY, AND EARLY DISMISSAL

If a student arrives late, it is the [Parent's](#) responsibility to accompany his/her tardy student to sign in at the front office, provide a written note, or call the front office explaining the reason for the student's late arrival. Students in grades K–4 must be accompanied by a [Parent](#); a note or a call will not suffice. A student who arrives late to school without a [Parent](#), a written note, or a call explaining the late arrival may be held out of class until his/her [Parent](#) can be reached to explain the reason for the late arrival.

Students leaving early or leaving for part of a day must be collected and signed out by a [Parent](#) during a passing period and not during class time. If the [Parent](#) does not know when passing periods are, he/she should call the front office for this information.

A student returning to school after his/her class has started may be required to wait in a designated area until the next class. This is often necessary to assure the quality of the education process for the students present in the class.



## HOMEWORK

Homework is an organic and integral part of the learning process. It is the best way for the student to verify that he/she understands what was learned in the class and is able to use this knowledge independently. Homework assists students in developing self-discipline, self direction, and effective study skills.

- **Student Responsibilities:**
  - Listen carefully to teachers' instructions, write down all homework assignments in the CJ, including due dates, and ask questions when something is unclear.
  - Take home all assignment instructions and all necessary materials.
  - Schedule a time to complete homework.
  - Complete homework independently.
  - Communicate any difficulties with an assignment to the teacher the following day.
  - Communicate any difficulties with material on which students will be tested as soon as a test is announced.
  - Return assignments and related materials on or before the due date.
- **Teacher Responsibilities:**
  - Communicate homework and testing policies and procedures to students at the beginning of the course.
  - Give clear homework instructions.
  - 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 more than two tests in one day (one test per day for courses in grades K–4).
  - Monitor and evaluate homework.
  - Return homework to students in a timely manner.
- **Parent Responsibilities:**
  - Schedule a time for homework/studying and provide an environment that is well-lit and free from distractions.
  - Allow your student to complete work on his/her own.



- Communicate with teachers using the student's CJ, email, telephone, or a personal conference when specific academic difficulties arise.
- Help the student to prioritize assignments and support the improvement of organizational skills over the course of the school year.
- Promote development of the student's sense of personal responsibility for his/her education by gradually withdrawing from any participation in the student's organization of his/her homework and study time.

### **LATE OR INCOMPLETE HOMEWORK**

When students fail to complete homework assignments, for any reason other than an excused absence, it may result in a low or failing grade. When a student displays systematic deficiencies in fulfilling his/her homework responsibilities, it is the responsibility of the [Parent](#) and the [School](#) to help the student develop efficient study skills and the discipline necessary to ensure homework is completed on time. Upon a recommendation from any teacher, the Dean of Students may place a student on the Academic Support Program.

### **INDEPENDENT WORK MATERIAL**

To support the work that students are expected to do at home, teachers distribute worksheets, reading material, and other valuable information in the form of handouts. This material is crucial to support students when studying independently at home, during study time embedded into the regular school day, or during the Late Bird program. It is the responsibility of the student to organize this material as instructed by the teacher (e.g., "insert this handout into your three-ring binder under the Independent Study tab") and be able to produce it when requested to do so. Learning how to organize school supplies and independent work material is an important skill that students are taught at the [School](#).

To help students develop efficient organizational skills and the discipline necessary to use the Independent Work Material effectively, the Dean of Students, based on the recommendation of any teacher, may place the student on the Academic Support Program.

### **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's](#) 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.
- The teacher may require the student to attend Student Hour sessions to set up a schedule for missed work or to take missed quizzes and tests.
- The teacher identifies which tests and quizzes must be taken during his/her Student Hours.
- The student must complete all homework assignments within the time line designated by the teacher.

### **CLASSES MISSED DUE TO TARDINESS OR UNEXCUSED ABSENCES**

Students who miss class due to tardiness or unexcused absences may receive a score of zero for any missed assignments, quizzes, or tests. Remedial assistance and credit for any missed assignments, quizzes, or tests is available at the discretion of individual teachers.

# HEALTH AND SAFETY



## MEDICATIONS

Students may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to a student unless the following requirements are met:

- All prescription medication must be in the original sealed container, labeled with the student's name, date, name of medication, dosage to be given, and the pharmacy's prescription number. All prescription medication must be accompanied by a doctor's note. All prescription refills must fulfill the same criteria.
- All non-prescription medicine must be in its original container. Over-the-counter medicine must be labeled with the student's name, date, dosage, and time to be given at school.
- Medication must be brought to the [School](#) front office by a [Parent](#) and an Authorization to Administer Medication form must be completed for each medication to be dispensed.
- No more than a one-month supply may be kept at the [School](#) for any student who receives medication on a regular basis.

Students are strictly prohibited from providing or administering any medication to themselves or any other student. The only exception to this rule applies to students who require anaphylaxis medication (e.g., an epi-pen) or asthma medication; state law allows these items to be carried and administered by the student. The [School](#) will consider any necessary and reasonable modification of this policy on a case-by-case basis for students with disabilities.

To comply with the rules outlined above, a [Parent](#) must come to the front office to complete the appropriate paperwork for any student who requires medication during school hours. Staff members are not authorized to call [Parents](#) for consent to take over-the-counter medications (e.g., aspirin, Tylenol, Tums, cough drops).

At the end of the school year, all remaining medication must be picked up by the [Parent](#). Any medication remaining at the [School](#) one week after the last day of school will be disposed of.

## CONTACT MADE IN THE CASE OF HEALTH ISSUES

If a student experiences injury or illness during the school day, the [School](#) will contact the [Parent](#). If no [Parent](#) is available, a contact listed on the Emergency Contact form will be contacted. The order of contact may vary from the Emergency Contact form.

It is essential for [Parents](#) to provide reliable emergency contact information. [Parents](#) must inform their [School's](#) front office immediately of any changes in home/work address, home/mobile phone numbers, or emergency contact listings. Anyone listed as an emergency contact is responsible for deciding if, when, and how the student leaves the [School](#) in the event of an illness when a [Parent](#) cannot be reached.



## SIGNS OF ILL HEALTH: MANDATORY ACTION

Students experiencing any of the following symptoms should not attend school. If a student displays any of these symptoms during the school day, the [School](#) will call the [Parent](#) or Emergency Contact to request that the student be collected immediately.

- Fever over 100 degrees. The student must be fever-free for a full 24 hours, without medication, before returning to school.
- Persistent cough
- Sore throat with fever and/or white spots on the throat
- Rash with fever indicating signs of chicken pox, measles, etc.
- Nausea, vomiting, or diarrhea. The student must be free from symptoms for 24 hours before returning to school.
- Red, itchy, draining eyes
- Swelling or pain at a level that may interfere with learning.
- Earache
- Toothache
- Head lice

Students diagnosed with conjunctivitis (pink eye) must be on prescribed medication for 24 hours before returning to school. Students with head lice must remain at home until treated with medical lice shampoo and all traces of lice are gone.

## REPORTING ILLNESS DURING THE SCHOOL DAY

If a student comes to the [School](#) front office reporting illness, the office staff will take the student's temperature and notify the [Parent](#) or emergency contact. If the student is not experiencing any signs of ill health covered by mandatory action, or does not have any serious injury, then it is the [Parent](#) or emergency contact's decision to determine whether to collect the student or have the student return to class.

If the office staff is unable to reach the [Parent](#) or emergency contact and the student is not experiencing any signs of ill health covered by mandatory action, or does not have any serious injury, the student will be asked to return to class.

If the student is experiencing any sign of ill-health covered by mandatory action or has a serious injury, and



the student has not been collected within a reasonable amount of time (depending on the seriousness of the situation) after the **Parent** or emergency contact was notified, or if the **School** was unable to reach the **Parent** or any of the emergency contacts listed on the Emergency Contact form, the **School** will follow the Medical Emergencies Procedures outlined below.

If the **Parent** or emergency contact decides to collect the student, the student waits in a designated area, supervised by office staff. If the student has not been collected within 50 minutes and is not experiencing fever, diarrhea, or vomiting, or does not have any serious injury, he/she is sent back to class.

The **School** has limited options to make sick students comfortable, so students should be collected as soon as possible after the **Parent** or emergency contact is notified of illness.

## **MEDICAL EMERGENCIES**

In the event of a medical emergency, the following procedures are followed:

- A qualified adult starts first-aid procedures immediately. All full-time teachers and office staff are trained in basic first-aid procedures.
- If further emergency aid is required, a staff member will call 911.
- After steps have been taken to resolve the immediate medical emergency, the office staff notifies the Emergency Contact.
- A staff member may accompany the student to the hospital to offer assistance or comfort.
- If a serious injury is not accidental, is self-inflicted, or caused by assault, the police are notified and a report is written.
- If a 911 dispatcher sends an ambulance and the **Parent** does not want his/her child transported by ambulance, the **Parent** must cancel the ambulance by calling 911.
- Staff members are prohibited from canceling an ambulance request.

## **EMERGENCY PREPAREDNESS**

Since each **School** facility and location has unique needs, emergency preparedness and disaster protocol varies by **School**. Students and staff will conduct regular safety drills throughout the school year to ensure emergency preparedness.

# SCHOOL SUPPLIES AND MATERIALS



## SCHOOL SUPPLIES

Students are required to come to [School](#) equipped with sufficient school supplies (e.g., pens, pencils, sharpeners, erasers, and notebooks). Students should also come with any additional supplies indicated on the Course Syllabus or communicated to the students in class, the CJ, or the required school supplies list. This requires substantial organizational skills and self-discipline on the part of the student. Learning how to organize their school supplies and independent work material is an important skill every student must master as a part of his/her education.

To help the student to develop efficient organizational skills and the discipline necessary to comply with the organization of school supplies, the Dean of Students, based on the recommendation of any teacher, may place the student in the Academic Support Program.

## INSTRUCTIONAL MATERIAL

The [School](#) provides students with instructional material, textbooks, worksheets, etc., which students can take home or use during class, independent study time, or the Late Bird program. Students are responsible for the careful handling of all the materials provided to them. All instructional materials furnished by the [School](#) are provided only once. If a replacement is requested by a student or [Parent](#), the [Parent](#) is responsible for the [School's](#) incurred cost to replace the requested item.

## OPTIONAL SUPPLIES AND INSTRUCTIONAL MATERIAL

The [School's](#) financial resources are limited. While all the instructional material necessary for student's participation and success in the academic program is provided to students by the [School](#), families may be encouraged to pay for materials that would, if owned by the student, be more convenient or deliver additional, but not essential, educational benefits. Such materials include, but are not limited to: workbooks, resource books (such as novels, anthologies, and dictionaries), software, art supplies, science lab supplies, etc. Families are only required to pay for materials or activities that are necessary for fulfilling optional academic requirements. Optional academic requirements are requirements that are imposed on the student only after his/her [Parent](#) agrees that the student be involved in the optional program. There is always a free option (with an equivalent academic impact) available to students who opt not to participate in a fee based optional activity.

**Examples:** the [School](#) may require students to purchase materials or cover costs that are necessary for participation in an optional elective (e.g., 3D Art Studio or Robotics). There is always an elective offered at the same time that does not impose any additional financial burden. When the [School](#) organizes an activity or field trip requiring a student's financial participation, the [School](#) always offers a free, on-campus alternative



activity during the same time. If the student does not purchase an optional workbook, the [School](#) provides the workbook to be used as a resource and the student writes his/her answers on sheets of paper provided, instead of writing in the workbook. This enables the workbook to be reused by another student. When a student chooses not to purchase a recommended novel the student is provided with a [School](#) copy and writes annotations required by the teacher on sheets of paper provided, with page and paragraph indications.

## CUBBIES AND LOCKERS

### CUBBIES

All students in grades 1–3 (and, in some [Schools](#), students in grade 4) are assigned cubbies for storing books and personal items. Cubbies are the property of the [School](#). At no time does the [School](#) relinquish its exclusive control of the cubbies, which are provided as a convenience to students. Students must use the cubby assigned to them. The [School](#) is not liable for any items missing from a student's cubby. Staff members may conduct periodic, general inspections of cubbies at any time for any reason without notice, student consent, or a search warrant.

### LOCKERS

Where possible, each student in grades 4–12 is assigned a locker at the beginning of the school year for storing books and personal items. Students are required to use the lock provided by the [School](#). Under no circumstances may a lock other than the one assigned by the [School](#) be placed on a locker. This may be considered a Disciplinary Violation. There is a nominal annual locker fee.

Lockers are the property of the [School](#). At no time does the [School](#) relinquish its exclusive control of the lockers, which are provided as a convenience to students. Nonetheless, students have full responsibility for the security of the lockers assigned to them and are responsible for the contents. It is the student's responsibility to properly lock his/her locker and to keep the lock combination confidential. Sharing the lock combination with other students may be considered a Disciplinary Violation. The [School](#) is not liable for items missing from a student's locker. Staff members may conduct periodic, general inspections of lockers at any time and for any reason without notice, student consent, or a search warrant.

Students may only use the locker assigned to them by the [School](#). All locker changes or exchanges must be approved by the Dean of Students or a designated staff member. Using a locker other than the one assigned to the student by the [School](#) without approval from the Director of Student Affairs may be considered a Disciplinary Violation.

# COMMUNICATION



## THE COMMUNICATION JOURNAL (CJ)

The CJ is the primary method of communication between [Parents](#), teachers, and staff with regard to a student's academic performance or classroom behavior. CJs are used by students in grades K–12. Students must 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. Students can purchase the CJ at the School Store or choose to purchase one elsewhere. The CJ available for purchase from the [School](#) is designed to serve specific [School](#) needs. Both students and teachers are trained on how to use it consistently and efficiently so that all homework assignments, quizzes, and tests are recorded. Students are responsible for alerting their teachers of notes from their [Parent](#) and alerting their [Parent](#) of notes from the teachers or the [School](#). If the CJ is lost or missing, it is mandatory that students inform their [Parent](#) immediately and purchase a replacement. Failure to bring the CJ to [School](#), destroying the CJ, or removing pages from the CJ may be considered a Disciplinary Violation.

## EMAIL PROTOCOL

Email addresses are available from the [School](#) ParentSquare Directory. [Parents](#) should not use email in the case of an emergency; rather, they should call the [School](#) front office directly. While [Parents](#) may use email to communicate any issues of concern, the demands of the [School](#) staff may limit their ability to address such communication or concerns immediately. Nevertheless, the staff member will acknowledge the communication within three working days and provide information on when the [Parent](#) can expect a full response. If a [Parent](#) does not receive an email response within three working days, he/she should inform the Head of School via email of the communication issue. If the Head of School does not address the communication problem within two working days, the [Parent](#) should call the [School](#) front office and schedule a meeting.

[Parents](#) should not request that teachers email assigned homework or due dates for their student. To develop the student's sense of personal responsibility, the [School](#) policy is to provide this information only to the students. As a result, teachers will not respond to these requests. The only exceptions to this rule are grades K–4 student absences and any student experiencing a long-term absence. Absent students in grades 5–8 are provided with information on missed work and assignments, through the Homework Buddy system.



## VISITORS TO THE SCHOOL

All visitors must check in at the [School](#) front office and comply with the [School's](#) requirements for entry. If an individual is permitted to enter beyond the general foyer space, as indicated by the [School](#) front office, the visitor is required to wear a Visitor's Badge at all times. Visitors are not generally permitted to enter classrooms during instructional time.

The [School](#) will terminate visiting privileges for any visitor who interferes with academic instruction during the visit or who does not comply with the rules described in this Handbook.

In order to support the dress code and set a good example for our students, visitors to the [School](#) are expected to wear attire corresponding with the [School](#) dress code rules.

Visitors must be 18 years or older. Minors (under the age of 18 and not a [School](#) student) can only enter the [School](#) premises if accompanied by their [Parent](#), invited by the registrar during the student recruiting process, or participating in enrichment events which are designated 'open to minors' who are not students at the [School](#).

# STUDENT RECORDS



Since BASIS Charter Schools operate in different regulatory environments, the content and rules for student records vary by [School](#). The [School](#) abides by the relevant jurisdiction's laws and regulations (e.g., immunizations). Students who are not compliant with these laws are not permitted to attend the [School](#). Please see your [School's](#) Guidebook for more information.

Student records include:

- **Historical records:** Records received from the student's previous school.
- **Attendance records:** Daily attendance records for the current school year.
- **Academic records:** All Final Reports issued by the [School](#) in previous years, the last progress report (if the student leaves before the end of the school year), and any official external test score reports.
- **Special education records**
- **School year disciplinary records:** Any disciplinary decisions or participation in disciplinary investigations documented during the school year
- **Cumulative discipline records:** Absence recovery plans, short and long-term suspension notices, and expulsion notices
- **Health records:** Immunization records, medication instructions, etc.
- **Parent-Student Assurances:** Handbook Acknowledgment, permission forms etc.
- **Personal records:** Records received from [Parents](#) during the registration or enrollment process, including the Emergency Contact form
- **Parent information:** The student's caregiver(s), as identified in the student's registration documents as the person or people with whom the student resides



## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTIFICATION

FERPA affords [Parents](#) and students over 18 years of age the following rights with respect to a student's education records:

- The right to inspect and review the student's education records.
- The right to request amendment of the student's education records.
- The right to consent to the disclosure of personally identifiable information contained in the student's education records.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School](#) to comply with requirements of FERPA

## PUBLIC NOTICE REGARDING DIRECTORY INFORMATION

FERPA generally prohibits the [School](#) from releasing or providing access to your child's educational record or personally identifiable information without your consent. The [School](#) may, however, disclose appropriately designated "directory information" without your consent, unless you instruct us otherwise in accordance with this section. The definition of directory information at BASIS Charter Schools is limited, meaning that information designated as directory information will be disclosed only for specific purposes.

"Directory information" means the student's name, photograph, physical address, grade level, dates of attendance, honors, awards, participation in activities and sports officially recognized by the [School](#), height and weight of athletic team members, awards or placement in school-organized or supported competitions, and cumulative and current grade average (in the case of students who qualify for academic recognition).

This information will be disclosed for the following purposes:

- For use in the annual yearbook
- [School](#) publications, including school/class directories, lists, newsletters, fliers
- For honor roll or other awards or recognition lists
- Graduation programs
- Extracurricular programs, including sports rosters, playbills, concert programs, etc.
- Military recruiters and institutes of higher education, for upper school students only

We take your child's privacy seriously and, in strict compliance with FERPA, we do not grant requests for student directory information for commercial purposes.



If, for this academic year, you do not want the [School](#) to disclose any information from your child's educational record without your prior written consent, please sign and return an Opt-Out Form, which is available at the [School's](#) front office. State or school-specific variations regarding directory information and disclosures can be found on the [School's](#) website or in the [School](#) Guidebook.

### **NAME REGISTRATION PROCEDURE**

When a student has a surname different from that of the [Parent](#) with whom he/she resides, the official registration must carry the names as recorded on the birth certificate, unless adoption or another legal name change is supported by documentary evidence.

### **CHANGES IN PERSONAL AND HEALTH RECORDS**

It is the responsibility of the [Parent](#) to inform the [School](#) promptly of any changes that include, but are not limited to: home address, [Parent](#) telephone numbers and email address, marital status, guardianship, health status, immunizations, and medication needs. The [Parent](#) can bring the new documents to the [School](#) front office (in a sealed envelope if appropriate) or mail it to the [School](#) (addressed to the [School](#) Registrar). The [Parent](#) must supply a copy of the document (notarized, if original document is required); the [School](#) is not required to copy documents and does not have a notary available.

# COMMUNITY



## BASIS BOOSTERS

Each [School](#) draws from many neighborhoods and, in some cases, many towns to build its student body. Because of this wide distribution, the [School](#) relies on its Booster Clubs. Booster Clubs are not-for-profit, site-specific, parent volunteer organizations that act as the “social glue” between the [School](#) families. By planning and coordinating social events and having a presence at many [School](#)-sponsored events, the Boosters provide students with opportunities to meet and socialize outside of the school day and help integrate [Parents](#) into the [School](#) culture.

In addition to fostering the [School](#) community spirit, the Boosters also provide practical help. Booster Clubs have bought and donated classroom supplies and teaching equipment through their own fundraising events and projects. The chairperson of each Boosters group may meet with the Head of School to discuss relevant issues.

[Parents](#) who wish to join or otherwise contribute to the [School](#) via the Boosters should visit the Booster website, which contains information about membership, events, and general news. To learn more about the Booster Club associated with your [School](#), refer to [SCHOOL INFORMATION](#).

## DONATIONS

Fundraising initiatives are implemented at the [School](#) level. [Parents](#), relatives, and friends are encouraged to contribute in a variety of ways. Since every BASIS Charter School is a part of a 501(c)(3) organization (BASIS Charter Schools, Inc., BBR, BTX, or BDC), all donations to BASIS Charter Schools are tax-deductible to the full extent of the law. In addition, in Arizona, for example, all [Parents](#) can donate under the public school tax credit for extracurricular activities. To learn more about fundraising opportunities in your [School](#), see your [School's](#) “Support Us” web page.

## GIFT POLICIES

Staff members are prohibited from accepting gifts of more than a nominal value from any member of the community. [Parents](#) can help staff members comply with this regulation by abstaining from gift-giving, even during the holiday season. If you wish to show appreciation for a job well done, please consider making a donation to the Annual Teacher Fund (ATF) or to one of the other fundraising events at your [School](#). [Parents](#) should also support Booster Club initiatives.

## SCHOOL INFORMATION

### Booster Clubs

[BASIS Ahwatukee](#)

[BASIS Baton Rouge](#)

[BASIS Chandler](#)

[BASIS Chandler Primary North](#)

[BASIS Chandler Primary South](#)

[BASIS Flagstaff](#)

[BASIS Goodyear](#)

[BASIS Goodyear Primary](#)

[BASIS Mesa](#)

[BASIS Oro Valley](#)

[BASIS Oro Valley Primary](#)

[BASIS Peoria](#)

[BASIS Peoria Primary](#)

[BASIS Phoenix](#)

[BASIS Phoenix Central](#)

[BASIS Phoenix Primary](#)

[BASIS Phoenix South Primary](#)

[BASIS Prescott](#)

[BASIS San Antonio Primary MC](#)

[BASIS San Antonio Primary NC](#)

[BASIS San Antonio Shavano](#)

[BASIS Scottsdale](#)

[BASIS Scottsdale Primary East](#)

[BASIS Scottsdale Primary West](#)

[BASIS Tucson North](#)

[BASIS Tucson Primary](#)

[BASIS Washington, D.C.](#)



## A COMMITMENT TO FAMILIES WHO CONTRIBUTE TO THE ANNUAL TEACHER FUND

All charter [Schools](#) accept donations to the Annual Teacher Fund (ATF). All money donated to this fund helps to recruit, retain, and reward valued teachers at the specific [School](#). For additional information about the ATF, please **refer** to the “Support Us” page of your [School's](#) website.

# MISCELLANEOUS

## LUNCH, SNACKS, AND FOOD IN THE CLASSROOM

Each [School](#) facility has different options regarding food services, time designated for lunches, and the area designated for the students to have lunch or snacks. Each [School](#), therefore, has its own rules and information related to lunch, snacks, or food in the classroom, which are posted at the [School](#) site and are detailed in the [School's](#) Guidebook.

## PICKING UP AND DROPPING OFF STUDENTS

Each [School](#) facility has designed its own pick-up and drop-off procedures based on specific [School](#) locations and local traffic arrangements. For information regarding rules related to pick-up and drop-off procedures, please see your [School's](#) Guidebook.

## CARE OF PROPERTY

Students and [Parents](#) are responsible for the cost of replacing any materials lent to the student by the [School](#), which are subsequently lost or damaged through vandalism or negligence. All instructional materials and documents (including syllabi, worksheets, and information fliers) furnished by the [School](#) are only provided once. If replacements are requested by a student or [Parent](#), the [Parent](#) is responsible for the [School's](#) cost to replace the requested item.

## STANDARD DUE PROCESS

For disciplinary decisions in situations not otherwise addressed in this Handbook, described above, a [Parent](#) may request, in writing, that the Director of Student Affairs review a staff member's decision related to his/her student. The [Parent](#) will receive a written response to his/her request within 20 school days. If the concern is related to any of the Directors, the [Parent](#) should send the request to the Head of School. If the concern



is related to the Head of School or Head of Operations, the [Parent](#) should send the request to the Senior Vice President of Charter Schools. In both cases, the [Parent](#) will receive a written response to his/her request within 30 school days. If the [Parent](#) believes that the [School](#) violated any charter or other applicable laws or regulations, he/she may bring it to the [School's](#) attention and/or directly contact the appropriate charter authorizing entity.

For BASIS Washington, D.C., the [Parent](#) may bring the issue to the [School's](#) attention and/or contact the BASIS Washington, D.C. Board of Trustees.

### **PARENT FINANCIAL OBLIGATIONS**

As a method of recording payments from [Parents](#) for allowable fees and deposits, the [School](#) utilizes Smart for Charters, a third-party accounting system. The [School](#) employs this service to provide clarity in billing, as well as to provide flexibility and convenience for families to deliver payment. In most cases, the [School](#) is not authorized to collect cash payments or checks. Once a student has secured and accepted a space at the [School](#), the [Parent](#) is required to set up a Smart for Charters account. This account assures 24/7 access and allows the [Parent](#) to sign up for any optional activity or additional services for their student.

The [School](#) may impose the following sanctions against students for non-payment of fees and charges:

- Denying participation in the end-of-year assembly.
- Denying the privilege of obtaining a yearbook.
- Denying participation in enrichment and optional activities.
- Taking legal action against the [Parent](#).

### **NON-ACCIDENTAL INJURY/PHYSICAL NEGLIGENCE OF A MINOR**

The [School](#) is required to report non-accidental injuries and physical neglect of minors to the state child and family services agency. The law requires personnel who suspect or observe evidence of injury, sexual molestation, death, abuse, or physical neglect, which appears to be non-accidental, to immediately report (or cause reports to be made) to the proper agency or agencies. For more information, **refer** to this [Link](#). Failure to report such suspicions or observations may carry a criminal penalty depending on the jurisdiction. Reports are made confidentially to the applicable agency for follow-through pursuant to their protocol. [School](#) personnel are not allowed to disclose the nature of these reports to the [Parents](#).



## NOTICE OF NON-DISCRIMINATION

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, BASIS\* 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 following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance & Equity Investigator, 7975 N. Hayden Road, Suite B202, Scottsdale, AZ 85258, (480)289-2088 ext. 147.

\*As used in this policy, the term "BASIS" refers to: BASIS Educational Group, LLC, BASIS Charter Schools, Inc., BTX Schools, Inc., BDC, A Public School, Inc., BBR Schools, Inc., and all affiliated entities.

## EQUAL EDUCATIONAL OPPORTUNITY AND PROHIBITION AGAINST RETALIATION

The [School](#) will not tolerate retaliation against any student who files a good-faith complaint of discrimination or harassment, even if the investigation produces insufficient evidence to support the complaint or if the allegations cannot be substantiated. Likewise, the [School](#) will not tolerate retaliation against any individual who participates in the investigation of a harassment or discrimination complaint against anyone else. Any perceived retaliation should be immediately reported to the Title IX Coordinator for investigation.

BASIS.ed and BASIS Charter Schools will take all steps necessary to ensure strict enforcement of its non-discrimination, non-retaliation, racial, and sexual harassment policies.

## DISCLAIMER

The [School](#) has made every reasonable effort to ensure the policies in this Handbook comply with all applicable state, district, and federal laws and regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy.

If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

# GLOSSARY



**90's CLUB:** All students in grades K–7 earning a Cumulative Average of 90% or higher for the current grading period (not awarded for students in grades 8–12).

**ACADEMIC TERM:** Starts on the first day of school

**ACCREDITATION:** A voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards.

**ANNUAL TEACHER FUND:** An annual opportunity for [Parents](#) and community members to get involved and invest in the success of BASIS Charter Schools. The Annual Teacher Fund is the only major fundraising program we have and the proceeds we raise each year go directly to recruit, retain, and reward high performing teachers.

**BASIS.ed:** Management organization for BASIS Charter Schools, Inc., BBR Schools, Inc., BDC, A Public Charter School Inc., and BTX Schools, Inc.

**BEST AND BRIGHTEST:** A collection of educational background and teacher biographies for current school year Teachers.

**BOOSTER CLUB:** Parent-run, non-profit, volunteer, organization that supports each school through fundraising events, programs, and activities.

**COMMENDED SCHOLAR LIST:** All students in grades 8–12 earning a cumulative GPA of 3.5 or higher for the current Trimester.

**COMMUNICATED:** The information is conveyed to the [Parent](#).

**DISCIPLINE VIOLATION:** Noncompliance with any of the following: the BASIS Code of Conduct, General Rules, Classroom Rules, Dress Code, Materials Brought to [School](#) Rules, Response to Physical Aggression, Abuse of Persons or Property, Verbal Aggression, or Harassment and Bullying.

**DISTINGUISHED HONOR ROLL:** Top 5 percent of students with the highest Cumulative Averages; not awarded for Grading Period 1 or Trimester 1.

**EARLY BIRD:** Before-school program available to all students who arrive at school early.

**FERPA:** Family Education Rights and Privacy Act.

**GRADING PERIOD (GP):** Grading section of (roughly) six weeks that applies to grades K–7.

**HEAD OF OPERATIONS:** Responsible for the operations of the [School](#), all school programs complementing the education process (e.g., the Early and Late Bird programs). Manages financial transactions between the students and the [School](#).

**HEAD OF SCHOOL:** Responsible for the overall education process in the [School](#), as well as the school culture and environment. Responsible for ensuring that the education process at the [School](#) matches the scope and quality of the BASIS Curriculum. Supervises the [School](#) Directors, faculty, and other school staff-members participating in the education process, and remits payments to suppliers of goods and services.

**HOMEWORK BUDDY:** A student assigned to record daily assignments and class notes for any students that may be absent from class.

**HONOR ROLL:** Top 15 percent of students with the highest averages for the current grading period.

**LATE BIRD:** After school, fee-based, supervised study program for students who cannot be picked up from school at their normal dismissal time.

**MOST IMPROVED HONOR ROLL:** Top 5 percent of students in terms of total percentage improvement between the previous grading period and the current one (not awarded for Grading Period 1 or Trimester 1).

**OECD/PISA:** Organisation for Economic Co-operation and Development/ Program for International Student Assessment.

**PARENT:** The student's caregiver(s)/guardian(s) as identified in the student's registration documents as the person or people with whom the student resides.

**PRIMARY SCHOOL:** Term used for BASIS Curriculum School grades K–4.



**SCHOOL DIRECTOR:** Positions that include the Director of Student Affairs, Director of Academic Programs, etc. Responsible for educational services delivered to students.

**SENIOR PROJECT:** The program that eligible grade 12 students participate in during the final Trimester of their senior year. For more information about the Senior Project/Senior Research Project requirements and eligibility, please refer to the graduation requirements for your child's cohort.

**TARDY:** When a student does not arrive on time to school or to class.

**TRIMESTER (Tri):** Grading period of (roughly) 12 weeks that applies to grades 8–12.



## BASIS Washington DC Parent/Student Handbook Addendum

BASIS charter schools are committed to clear and consistent communication with our students and families. As such, we want to make sure you are aware of the following items that are specific to our school community at BASIS Washington, D.C. ("BASIS DC"). The information below supplements the existing rules, policies, and procedures in the BASIS Charter School Parent/Student Handbook ("Handbook") and the BASIS DC Student Guidebook.

### Student Discipline, supplement to pages 17-29 of the Handbook.

Time away from academics is never a preferred disciplinary consequence; however, sometimes the severity of a student's conduct warrants suspension or expulsion. Such conduct includes, but is not limited to, conduct that involves the following:

- Violence, force, or threats of violence or force, including targeting or inciting violence against another student, staff member, or volunteer;
- Possession of weapons (e.g. firearms, knives, pocket knives, etc.) or items that are designed to look like weapons, or using or threatening to use an item as a weapon;
- Possession of matches, lighters, fireworks, or other pyrotechnic devices, the threat to use such items, or tampering with or pulling a fire alarm;
- Possession, use, abuse, distribution, manufacture, or being under the influence of substances of any kind (alcohol, tobacco, illicit drugs, prescription medication without a doctor's supervision, etc.);
- Single, severe instances of bullying or cyberbullying;
- Repeated instances of harassment, discrimination, bullying, or cyberbullying;
- Engaging in bullying that encourages a student to attempt or commit suicide;
- Academic dishonesty;
- Falsifying records or providing false information to staff members;
- Making false accusations, false claims, or hoaxes regarding school safety;
- Serious bodily harm, the threat of serious bodily harm, or the intent to cause serious bodily harm to another;
- Conduct that violates the law;
- Causing another individual to act through the use of threats or coercion including blackmail, hazing, extortion, etc.;
- Repeated instances of conduct that disrupts the learning environment or persistent violations of the Code of Conduct;
- Discrimination or harassment, including conduct motivated by actual or perceived race, color, religion, national origin, sex, gender, disability, age, political affiliation, marital status, family responsibilities, genetic information, source of income, status as a victim, or place of residence;
- Sexual harassment, sexual abuse, lewd or indecent public behavior, whether by word, gesture, or any other conduct;
- Being required to register as a sex offender;
- Inappropriate sexual contact, indecency with a child, sexual abuse, possession or dissemination of child pornography, disseminating or threatening to disseminate sexually explicit photos;
- Retaliating against any student or staff member or volunteer;

- Serious destruction of property, theft of property, or the possession of stolen property;
- Malicious violation of computer use policies, intentional damage to computers, systems, or networks, misuse of personal electronic devices to send or post electronic messages, photos, or videos that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or the illegal misuse of computer networks or devices; and
- Any other conduct deemed to be a significant threat to the orderly administration of the School and the learning environment.

#### Students with Disabilities.

BASIS DC is a public school that provides a free and appropriate public education to students with disabilities who are currently eligible, or are determined eligible, to receive special education services and related services under the Individuals with Disabilities in Education Act (IDEA).

BASIS charter schools comply with all aspects of federal and state civil rights and disability laws and are committed to ensuring that all students who are eligible for special education and related services who attend BASIS charter schools receive these services. BASIS charter schools ensure that each child suspected of having a disability and in need of special education and related services will be timely located, identified, and evaluated pursuant to the IDEA.

If you believe your child is a child with a disability and requires specialized instruction, or for more information about special education services or our Special Education Policy, please contact the Special Education Coordinator at your School.

For a student with a disability, when the school changes a child's placement because of disciplinary removals, BASIS DC will conduct a manifestation determination review to determine whether the conduct giving rise to the disciplinary consequence is a manifestation of the student's disability. BASIS DC will then take appropriate action based on that determination pursuant to applicable state and federal law.

#### Contact Information for BASIS Washington DC Board of Trustees.

Parents of a BASIS DC student who believe that the School violated any charter or other applicable laws or regulations may bring the issue to the School's attention. If a Parent is not satisfied with the School's response, the parent may contact the Board of Trustees at [boardoftrustees@bdcschools.org](mailto:boardoftrustees@bdcschools.org).



Washington, D.C.

# SCHOOL GUIDEBOOK

2018–2019



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# PURPOSE OF THIS GUIDEBOOK



The purpose of this Guidebook is to supplement the BASIS Charter Schools [Parent/Student Handbook](#) with policies and procedures specific to BASIS DC. Please be aware that the Handbook and Guidebook are updated yearly, while policy adoption and revision may occur throughout the year. Mid-year changes in policies and/or procedures that affect the Handbook or Guidebook will be made available to students and families through newsletters and other forms of communication.

# GENERAL SCHOOL INFORMATION



## ADDRESS

410 8th Street NW  
Washington, D.C. 20004

P (202) 393 5437

F (202) 393 5438

[BASISdc.org](http://BASISdc.org)

## SCHOOL OFFICE HOURS

Monday – Friday, 7:30 a.m. – 5:30 p.m.

## VISITORS

All visitors must sign in at the front desk and wear a visitor badge while in the building. This policy helps our staff monitor all adults on campus; it is not possible for all of our staff to know every guardian by sight. We apologize for this formality, but it is necessary for the safety of our students. Parents who want to meet with teachers must make an appointment during regularly scheduled Parent Hours with the front office.

## LOST AND FOUND

The school is not responsible for lost or stolen property. All lost or stolen items should be reported to the front office. During the year, items not claimed within 30 days will be donated to a charitable organization of the school's choosing. At the end of the year, items will be held for one week prior to donation. Found items are located in storage in the front office.

## POSTERS AND FLIERS

Students wishing to display posters or pass out fliers on campus must obtain prior permission from the Auxiliary Programs Coordinator and Auxiliary Programs Director. Approved posters and fliers may only be displayed in specified areas outlined by the Operations Department.

## SCHOOL MANAGEMENT

Head of School

**Jill Garrett**

[jill.garrett@baised.com](mailto:jill.garrett@baised.com)

Head of Operations

**Portia Cameron**

[portia.cameron@baised.com](mailto:portia.cameron@baised.com)

Director of Academic Programs

**Alexander Rose-Henig**

[alexander.rose-henig@baised.com](mailto:alexander.rose-henig@baised.com)

Director of Student Affairs

**Jerron Joe**

[jerron.joe@baised.com](mailto:jerron.joe@baised.com)

Dean of Students

**Candace Farrell**

[candace.farrell@baised.com](mailto:candace.farrell@baised.com)

**Travis Jones**

[travis.jones@baised.com](mailto:travis.jones@baised.com)

**Alexandra Cozell**

[alexandra.cozell@baised.com](mailto:alexandra.cozell@baised.com)

# CALENDAR



A complete 2018–19 BASIS DC Academic Calendar is available on our website. **Please note that the offices are closed and there is no school on the following holidays:**

<b>Labor Day</b>	Monday, September 3, 2018
<b>Columbus Day</b>	Monday, October 8, 2018
<b>Fall Break</b>	October 25-26, 2018
<b>Veterans Day</b>	Friday, November 12, 2018
<b>Thanksgiving Break</b>	November 21-26, 2018
<b>Winter Break</b>	December 24, 2018 - January 1, 2019
<b>MLK Day</b>	Monday, January 21, 2019
<b>February Break</b>	February 18-22, 2019
<b>March Break</b>	March 18-19, 2019
<b>Spring Break</b>	April 15-19, 2019
<b>Memorial Day</b>	Monday, May 27, 2019

## **SCHEDULE CHANGE REQUEST POLICY**

To change an elective course, a student may submit a Schedule Change Request form to the Director of Academic Programs during the first three weeks of the school year. If scheduling and teacher recommendations allow, the Director of Academic Programs may approve the elective change. No elective changes will be permitted after the first three weeks of the school year. For further information about scheduling and for information about group assignments, please refer to the "School Organization" section of the [Parent/Student Handbook](#).

# ARRIVAL POLICIES AND PROCEDURES



The BASIS DC front office will open at 7:30 a.m. on school days. Students are **not** allowed on campus prior to 7:30 a.m. BASIS DC is not responsible for supervising students prior to 7:30 a.m., nor is BASIS responsible for any consequence resulting from early arrival.

All students arriving to school must enter through the front door located at **410 8th Street NW**. Parents who accompany their students to school should expect to drop them off at the front door and not to accompany them past that point.

## **EARLY BIRD PROGRAM**

Students arriving between 7:30 and 8:30 a.m. must report to the Early Bird program. Early Bird students are supervised and encouraged to complete homework and otherwise prepare for the day's work ahead. **There is no fee for Early Bird.**

At 8:30 a.m., students in Early Bird will be dismissed to their lockers and first class, which begins at 8:40 a.m. The school reserves the right to exclude students from Early Bird for disruptive behavior or other misconduct. Students are not allowed to leave the designated area without permission before their release time, unless they are attending Student Hours. Students are highly encouraged to attend Student Hours. Students who wish to attend morning Student Hours must receive a pass from a teacher or parent via the student's Communication Journal (CJ).

# DISMISSAL POLICIES AND PROCEDURES



Parents (or designated persons for student pick up) are expected to arrive no later than 15 minutes after the dismissal time. Students in grades 5–7 will be dismissed at 4 p.m. and should be picked up no later than 4:15 p.m. Only students who are 16 years of age and older are permitted to sign themselves out (with written consent from a parent or guardian). Students who have not been picked up within 15 minutes of their dismissal from school or a school-related activity will be signed into Late Bird. If an emergency arises that causes a delay in picking up a student, please notify the front office as soon as possible. The front office will arrange for the student to wait in Late Bird, and the Late Bird drop-in fee may be waived at the discretion of the Auxiliary Programs Coordinator. To minimize confusion, please determine a student pick-up time, place, and driver prior to the beginning of each school day (taking into account possible Student Hours and auxiliary programs). The pick-up location must be greater than 500 feet from the main entrance of BASIS DC. If a student is waiting for a parent within 500 feet of the main entrance more than 15 minutes past the student's dismissal, the student will be signed in to Late Bird, and a Late Bird drop-in fee will be applied.

Students are not permitted to leave campus after dismissal and then return for Student Hours, Late Bird, or other programs the same afternoon. The school may make exceptions to this policy regarding official evening events such as dances, performances, or information sessions for which students may need to leave to prepare.

## **LEAVING EARLY OR FOR PART OF THE DAY**

If a student needs to be released during the school day, a parent/guardian's presence is required. Students 16 or older with parent permission are allowed to sign themselves out. If someone other than the parent/guardian is to pick up the student, that person must be named on the student's Emergency Contact form. Upon return, students must be brought in to the school and signed in by a parent/guardian.

We urge parents to time appointments so that students can be picked up and returned to school during a passing period, so as not to disrupt classes in progress. Students who are brought to school during a class period may not be admitted to class until the next passing period to avoid disruptions.

# LATE BIRD PROGRAM



The Late Bird program is a fee-based aftercare program available to students from 4 to 5:30 p.m. every day. Students are supervised by Late Bird Staff in a designated classroom or multipurpose room (MPR) and may study quietly until 5 p.m., after which they may engage in other activities at the discretion of Late Bird Monitor. Students will be held to the academic and behavioral expectations established by Late Bird Monitors, the BASIS Charter Schools Handbook, and this Guidebook while in Late Bird.

All students still on campus at 4:15 p.m. are required to sign in to the Late Bird Attendance

Log or an otherwise approved after-school activity (e.g., Student Hours, auxiliary programs). Students who behave inappropriately during an after-school activity may be removed from that activity, signed into Late Bird, and charged the daily drop-in fee, if applicable. If a parent is unable to pick up a student immediately after Student Hours or an auxiliary program, the student will be signed in to Late Bird and charged a drop-in fee, if not already enrolled.

Parents/guardians picking up students from Late Bird between 4:15 and 5 p.m. should contact the front office. After 5 p.m., parents should call the Late Bird phone at **(202) 316 4835**; students will be released from the MPR and signed out through the front entrance. Students are only released to a parent/guardian or a responsible adult designated on the child's Emergency Contact form and/or Late Bird Registration form. Students not picked up before 5:30 p.m. will incur an additional Late Bird fee. If a student has not been picked up by 6 p.m., BASIS DC is obligated to contact the Child and Family Services Administration (CFSA).

Students are required to maintain behavior aligned with the BASIS Charter Schools Code of Conduct and must follow all school rules during Late Bird. Disciplinary Violations will be addressed appropriately and according to the BASIS Charter Schools [Parent/Student Handbook](#).



Students are not permitted to use cell phones or other electronic devices during Late Bird without approval from the Late Bird Monitor. Cell phones must be kept off and out of sight and may be confiscated if used without permission or not stowed away properly. Students may make important calls from the office phones. Parents who need to contact students during Late Bird should call the front office phone or Late Bird phone at **(202) 316 4835**.

Late Bird payments will not be refunded for any reason. Annual or semester payments should be made at the beginning of the year or semester. Late Bird Registration forms are available in the front office and will be sent home with students during the first week of school. Students are required to have a registration form on file in order to attend Late Bird more than three times a month.

For questions regarding the Late Bird Program, please contact the Auxiliary Programs Coordinator, Mary Klein ([mary.klein@basised.com](mailto:mary.klein@basised.com)).

#### **LATE BIRD FEES**

<b>End of Month Invoice Plan</b>	<b>Fee Per Day</b>	
Drop In Daily Rate	\$15	
<b>Pre-Paid Plans</b>	<b>Fee</b>	<b>Breakdown Per Day</b>
Fall Rate (September – January)	\$1,137.50	\$12.50
Spring Rate (February – June)	\$862.50	\$12.50
Yearly Rate	\$1,900	\$11.88
Yearly Rate for Sibling	\$1,000	\$6.25

# STUDENT HOURS AND PARENT HOURS



Student Hours are designed to be a time for students to meet with teachers to receive extra help and ask questions. Parents do not attend Student Hours. Teachers have regularly scheduled Parent Hours each week for private parent-teacher conferencing. Parents who want to schedule a parent-teacher conference must do so through the front office. Schedules for Student Hours and Parent Hours are posted on the website and available at the front office upon request.

Students attending Student Hours are required to sign in on the teacher's Student Hour Attendance Log promptly at 4:15 p.m. Students may not leave the building if they plan to attend Student Hours, as students who exit will not be allowed back in to the school. Students may sign out of one teacher's Student Hour and sign in to a different teacher's Students Hours. The teacher will give students a pass allowing them to transfer between Student Hours. Any student who signs out of Student Hours but does not leave campus will be signed in to Late Bird.

Students are encouraged to remain in Student Hours for the entire period. If you pick up your child from Student Hours at an unexpected time, please go to the front office, and a staff member will page your child.

Students or parents who wish to dispute a grade, **must** provide a written (email or hard-copy) statement to the teacher and the Director of Academic Programs that details the grade in question and a summary of the concern. This statement must be received within one week of the grade distribution by the teacher or the school. Once the concern has been formally raised, school staff will then collect all documents associated with the grade and schedule an in-person meeting with the student and his/her parents to resolve the dispute. Please note that we will not honor grade changes that were confirmed verbally by a teacher or staff member.

# TARDY POLICY



In order to minimize tardiness and improve students' academic performance, the following tardy policy has been implemented. Students are "tardy" when they arrive after the classroom door has been closed or when verbally notified by the teacher that instruction has begun.

Students should arrive to school no fewer than five minutes before the start of their first class to allow time to visit their locker before class begins. Students who arrive late to school must sign in at the front entrance, and the late arrival will be recorded in the Student Arrival Log in the front office. Front office staff will issue a tardy pass; students will not be permitted to enter a classroom without a tardy pass.

Students must arrive to class on time throughout the day. Students must report to the dean suite for a tardy pass if they are five or more minutes late. Unless they have a pass or are accompanied by a staff member, students will not be allowed to enter class. The classroom teacher determines whether a student is tardy. Parents will be notified of student tardiness, and students will serve consequences.

# ABSENCES



Absences are considered unexcused unless a parent/guardian excuses them. Absences may be excused by either of the following methods:

- Call the BASIS DC Attendance Hotline at **(240) 385 9714** or email [attendance@basisdc.org](mailto:attendance@basisdc.org). You will be directed to a voicemail and asked to provide relevant information regarding the absence. Messages will be stored and BASIS DC staff will fill out the Excused Absence Request form.
- Download the Excused Absence Request form from the BASIS DC website ([BASISdc.org](http://BASISdc.org)) and submit it to the front office. Hard copies are also available in the front office. Forms may be submitted in person or faxed to **(202) 393 5438**. Forms must be signed by a parent/guardian to be considered complete. Forms submitted without a parent/guardian signature will not be accepted.

If unexcused absences accumulate, BASIS DC will contact parents to discuss a plan to remedy the situation. Unexcused absences in excess of thresholds established by local law will require that BASIS DC contact relevant authorities including CFSA and the police. It is very important that any absences are excused.

Regular attendance is important to your child's academic success, and we strongly recommend that you avoid scheduling any vacations when classes are in session. Absences of this type, or those falling outside of the reasons outlined on the Absence Excuse form, must be approved by the Director of Student Affairs to be considered excused. The Director of Student Affairs will determine an Absence Recovery Plan with the family if a student misses five or more consecutive days of school.

We encourage you to keep your child home if he/she is seriously ill. Absences resulting from illness that span three consecutive days require a doctor's note to be excused.



**Zero Period Attendance:** Upper School students who choose to participate in a zero period elective are subject to all tardy and attendance policies outlined above. In addition, students who are excessively tardy or absent to zero period and who do not respond to school intervention will be removed from their zero period elective and placed into an 8th period elective. This decision, made by the Director of Academic Programs, will be final.

Students who have an excused absence are still required to make up all missed classwork and homework assignments, and will have time equivalent to the absence in order to do so; in other words, a student who is absent for one day has one additional day to make up missed work.

## HOMework BUDDY PACKETS

Class announcements and assignments will be compiled daily into a Homework Buddy packet. Homework Buddy packets will be emailed to students upon request. Parents or students should email [HWBuddy@basisdc.org](mailto:HWBuddy@basisdc.org) to request a Homework Buddy packet. Please include the student's name and group.

For an absence exceeding five consecutive school days, an Individualized Attendance Recovery Plan will assist students with scheduling times to meet with teachers upon returning to school. This plan will be developed and facilitated by the Director of Student Affairs. It is the student's responsibility to attend these meetings and complete all assignments.

It is the student's responsibility to obtain all class notes and assignments either from the teacher or another classmate. BASIS DC will not photocopy class notes.

# BEHAVIORAL INTERVENTION



It is the responsibility of every individual at BASIS DC to maintain a safe and disruption-free academic environment. In instances that behavior detracts from this maxim, BASIS DC employs a tiered intervention system with different actions taken by teachers, deans, and directors.

Teachers are responsible for maintaining a classroom environment conducive to learning for all students. This amounts to correcting minor to moderate behaviors. Specific classroom policies related to redirecting off-task behavior are at the discretion of the individual teacher. Typically, teachers will respond to undesired behavior with non-verbal redirections, then a verbal redirection, and finally a note in the CJ. Should the student choose to continue the off-task behavior and the teacher has exhausted classroom interventions, the student will be referred to the deans' office. Some student behavior automatically results in the student being referred to a dean.

A dean is responsible for correcting moderate to major behavior issues. The dean may contact a parent/guardian when a student is referred to the deans' office. Deans will discuss the circumstances of the referral, explain expectations for the student going forward, and may issue further consequences. Additional consequences beyond the initial parent contact may include exclusion from one or more class periods, mediation, student/parent conference, or Behavioral Intervention Plans. Frequent or severe referrals to the deans' office may result in a referral to a director.

Directors are responsible for correcting major to severe behavior issues. Directors are the final tier of the intervention system. Directors may issue all of the aforementioned consequences but may also issue short- and long-term suspensions when necessary.

## **DISCIPLINE RECORDS**

Discipline records include discipline activity reports generated through the disciplinary referral system, or any other record used to determine disciplinary consequences. Parents may request to inspect a student's education records, which include any discipline records.



## BEHAVIORAL GUIDELINES FOR ALL BASIS DC STUDENTS

Students **must** follow all rules and guidelines to ensure a safe and academically focused environment at all times while on campus:

- All guidelines outlined in the BASIS Charter Schools [Parent/Student Handbook](#).
- All policies in this Guidebook, including the “Cell Phones and Other Devices Policy.”
- NO hats or head coverings that shield or cover the face or eyes unless the covering is affiliated with the student’s religion. Individual teachers may require that students remove hats or head coverings in their classrooms as indicated in the syllabus.
- Students must use the up and down stairwell appropriately during the school day.
- Students must be under the direct supervision of a BASIS DC staff or faculty member at all times while in the school building or have explicit permission in the CJ to be unsupervised in a school space. At no time may a student enter a classroom, office, or other space without permission or supervision.
- NO backpacks and large bags in classrooms; they are permitted at school, but must be stored in lockers.

# CELL PHONES AND OTHER ELECTRONIC DEVICES



BASIS DC provides students with access to a land line telephone during school hours. Laptops are also available during classes when a teacher deems them necessary. Laptops are reserved exclusively for academic uses. Students must be monitored by a staff or faculty member whenever using a school laptop or other school-approved technologies.

Cell phones and other personal electronic devices, including iPads, smart watches, gaming equipment, and the like, must be turned off and stored in the student's school-issued locker while the student is in the school building. Devices may not be used during class, lunch, Academic Support, Student Hours, or auxiliary programs; they may not be used in the hallways, bathrooms, stairwells, or other school spaces. The following exceptions apply:

- Students may use their devices during arrival and dismissal only to contact parents/guardians. Devices should not be used for other purposes during this time and must be turned off and stored before students proceed to class, Student Hours, or other school functions.
- Students in grades 9–12 may use their devices during lunch while in the lunch room or off campus. Devices should not be on or visible until students are in the lunch room or on their way out of the building.
- The Director of Student Affairs **must** grant permission for the use of electronic devices at any other times.

Faculty and staff may confiscate any electronic device from students while on campus, and parents may be asked to meet with a school administrator to retrieve those devices after the second offense.

# LUNCH PROCEDURES



BASIS DC provides lunches on a pay-per-meal basis. Meals cost \$3.75. Students who qualify for Free and Reduced Meals (FARM) receive discounted rates based on the National School Lunch Program requirements. Applications for Free and Reduced Lunch are available at the front office and are included in the First Day Packet. Parents applying for free and reduced meals must have an updated FARM application on file each year.

Students may also bring their lunches each day. Refrigerators, microwaves, and other kitchen supplies will not be available, so lunch bags or containers should be insulated and stocked accordingly. Glass bottles are strictly prohibited.

High school students may leave campus for lunch only with a signed Parent Off-Campus Permission on file. Please be advised that all BASIS DC rules and the Code of Conduct must be observed while off campus for lunch. Leaving campus for lunch is a privilege and not a right. BASIS DC may revoke that privilege at any time.

## **LUNCH TIME EXPECTATIONS**

In addition to all behavioral expectations outlined in the [Parent/Student Handbook](#), the following expectations also apply during lunch:

- Students must report on time to their designated lunch room as indicated on their schedules. If a student would like to eat or work with a teacher or staff member during lunch, the teacher must report to the lunch room to pick up the student; teacher passes will not be accepted. Students who are late to lunch, who do not report to the correct room, or who leave the lunch room for any reason without a teacher or staff escort will face disciplinary action.
- Students may not throw food or use food in a way that is harmful or distracting.
- Students must remain seated during lunch unless given permission to move around the space by a supervising adult.
- Students are responsible for cleaning up their own lunch items as well as the entirety of their lunch area before being dismissed from lunch.

# CARE OF SCHOOL PROPERTY



BASIS DC is a public school and, thus, provides many resources to students free of charge. In many classes, textbooks will be checked out to students for the year. Students are expected to maintain the condition of these textbooks and are required to return them at the end of the year. Students who lose or damage textbooks will be responsible for the cost of replacing these resources. If a textbook is not returned in the same condition, a \$100 fee for new books or \$50 fee for used books will be charged to the family's SMART for Charters account. Computers may only be checked out for academic purposes and must be used in the presence of a staff/faculty member. Under no circumstances is food or drink to come near to school computers. A signed Computer Usage form must be on file with the Technology Coordinator.

## **LOCKERS**

Each student is responsible for keeping the combination to his/her locker and for keeping up the appearance and condition of the locker confidential. Please see the Student Locker Agreement for more details. Students are not authorized to change locks or lockers without the approval of the Auxiliary Programs Coordinator and Head of Operations. Please note that lockers are school property and are subject to inspection and searches at the discretion of school administration.

# MODES OF COMMUNICATION



BASIS DC uses many modes of communication to convey important information.

- **Communication Journals (CJs):** student-kept record of assignments. Teachers may also provide notes or feedback via CJ
- **ParentSquare:** All whole-school messages and communication regarding events will be sent through the ParentSquare portal
- **Mid-progress reports:** detailed grade reports sent home mid-trimester/mid-grading period
- **Weekly Red Giant Review:** email newsletter sent home every Friday afternoon
- **BASIS DC website:** [BASISdc.org](http://BASISdc.org)
- **Email** from teachers, staff, and administration
- **BASIS DC social media:** Facebook, Twitter, and Instagram
- **Community Nights with Head Of School:** monthly chats coordinated with Booster meetings in each of the Wards

## ALERT SOLUTIONS

BASIS DC also uses an application called DeansList to send bulk messages via text message and email. This system can be used in the case of an emergency situation to provide current information to parents, but is also a valuable tool for friendly reminders and quick updates. Throughout the school year, we may send messages to families using this system. The messages will only be sent to phone numbers and email addresses provided by you through our student information system. DeansList will also send updates if your student is absent or tardy throughout the school day.

# AUXILIARY PROGRAMS



BASIS DC offers a wealth of auxiliary programs, including athletics, music, theater, and a multitude of clubs. While many of these activities take place after school, auxiliary programming is separate from Late Bird and each activity carries its own fee. Specific information about these activities and fees will be available in the early weeks of the school year. Timely arrival to these activities is required, and late arrival to auxiliary programs may result in removal from the program. There will be **no** refund of auxiliary programs participation fees.

Students are dismissed from after-school programs at prearranged times indicated on the sign-up sheets for the individual programs. Students who are not picked up at the prearranged time will be placed in the Late Bird program and charged a drop-in fee.

No club may meet without a faculty member or school-approved advisor present, and all clubs must be approved by the Auxiliary Programs Coordinator, Director of Student Affairs, and the Head of School. Faculty advisors must attend all club-sponsored events. Any student who is not meeting BASIS academic expectations, or with repeated disciplinary issues, may be removed from an auxiliary program at any time, and any auxiliary program fee will be forfeited.

## **ATHLETICS AND ATHLETE EXPECTATIONS**

BASIS DC works hard to provide team sports for our students. Details of individual teams will be available on the sign-up form and can be discussed with the Auxiliary Programs Coordinator. All athletes must sign an agreement in order to participate in athletics. This agreement states that a student's first priority will always be academics. Any student athlete who is not meeting BASIS academic expectations, or with repeated disciplinary issues, may be removed from a sports team at any time, and any athletics fee will be forfeit.



## **FUNDRAISING**

All fundraising activities require prior approval by the Auxiliary Programs Director. Faculty Club Advisors must submit a budget indicating the specifics of the fundraising planned for the specific activity. Due to health codes, students may not sell food on campus.

## **MEDIA RELEASE**

Student pictures are taken on several occasions throughout the year, such as spirit week, Auxiliary Programs, and other school events. Students will receive a media release form at the beginning of the year to indicate whether you would like their photo shared publicly.

# FEE COLLECTION PROCEDURES



BASIS DC uses SMART for Charters for billing and payment collection. SMART for Charters is a third-party billing application that provides efficient payment services and allows for greater flexibility in payment options. Billing items will be uploaded for your monthly invoice by the 4th of every month. BASIS DC will waive only one courtesy late fee, per your request, per school year. BASIS DC provides financial aid for those who qualify through the National School Lunch Program's Free and Reduced Meals(FARM) application. The FARM application will be provided in the First Day Packet, and can be obtained from the front office or Sasha Brown ([sasha.brown@basised.com](mailto:sasha.brown@basised.com)).

BASIS DC will create accounts for all new families. If your incoming student is a sibling of an existing student, they will be added to the same account. Account information will be sent by Friday, August 24, 2018.

Returning BASIS DC families will automatically have their accounts rolled into the next fiscal year. For returning families, all outstanding balances will be rolled to over to 2018–19. If you have any questions regarding your Smart for Charters account, please contact Sasha Brown ([sasha.brown@basised.com](mailto:sasha.brown@basised.com)) or Mary Klein at [mary.klein@basised.com](mailto:mary.klein@basised.com).

Withdrawal paperwork for students is mandatory before your student attends another school during or at the conclusion of the school year. After a withdrawal request has been submitted, all loaned textbooks and outstanding balances via SMART for Charters must be reconciled before the request is fulfilled. If you have any questions regarding the process, or would like to withdraw your student, please contact Malika Walters at [malika.walters@basised.com](mailto:malika.walters@basised.com).

**School Code:** 12134

**Website:** [parent.smartforcharters.com](http://parent.smartforcharters.com)

**Phone:** (877) 418 1003

# SAFE STUDENTS



## **EMERGENCY MANAGEMENT**

BASIS DC has emergency plans in place and trains faculty and students in response to emergency situations. Coordinated with local fire and police departments, we perform regular drills for a variety of situations. In the event of an evacuation of the school for any reason, parents and guardians will be notified as quickly as possible.

## **ALCOHOL-FREE SCHOOL NOTICE**

In order to provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on school property at all times and at all school-sanctioned activities occurring on or off school property. Student violators are subject to the disciplinary terms outlined in the Handbook and Guidebook.

## **TOBACCO-FREE SCHOOL NOTICE**

Smoking and using smokeless tobacco, including electronic cigarettes, are not permitted in school buildings, vehicles, on or near school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any locations or activities listed above. All violators are subject to possible prosecution, as allowed by law. Additionally, student violators are subject to the disciplinary terms outlined in the Handbook and Guidebook.

## **DRUG-FREE SCHOOL NOTICE**

BASIS DC believes that student use of illicit drugs is both wrong and harmful. Consequently, the BASIS DC prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms outlined in the Handbook and Guidebook.



## **PREVENTION OF SEXUAL ABUSE AND SEXUAL EXPLOITATION OF MINORS**

We believe that all faculty and staff have a particular responsibility to maintain an environment that prevents exploitation and abuse of minors. Every year, we train our faculty and staff in recognizing warning signs of abuse and their responsibility as Mandated Reporters. In addition to their legal obligation to report any suspected abuse or neglect to the CFSA, faculty and staff are required to report to school management any concerns, specific complaints, and rumors.

# BULLYING PREVENTION



BASIS DC, in consultation with youth, families, and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the BASIS DC community and describes the strategies used to identify and prevent incidents by connecting youth to necessary services. BASIS DC will promptly report and investigate all incidents of bullying, harassment, and intimidation, and provide appropriate remedies for victims of an incident. This policy serves as BASIS DC's bullying-prevention plan.

## DEFINITIONS

To address the many problems associated with bullying, the District of Columbia City Council passed the Youth Bullying Prevention Act of 2012 to address the issue on a comprehensive, citywide level. The policy requires that all District agencies, grantees, and educational institutions that provide services to youth adopt a bullying-prevention policy. BASIS DC employs the following definition for harassment and bullying: any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth'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 responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place, or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
  - a. place the youth in reasonable fear of physical harm to his/her person or property.
  - b. cause a substantial detrimental effect on the youth's physical or mental health.
  - c. substantially interfere with the youth's academic performance or attendance.
  - d. substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.



## PROHIBITION AGAINST BULLYING

Acts of bullying, including cyberbullying, whether by youth, volunteers, or staff, are prohibited:

1. On BASIS DC's grounds and immediately adjacent property, at BASIS DC-sponsored or related events on and off BASIS DC's grounds, on any vehicle used for BASIS DC business, at any transit stop at which youth wait to be transported to BASIS DC or any school related event, or through the use of any electronic devices owned by BASIS DC leased by BASIS DC or used for BASIS DC business is prohibited.
2. At a location or function unrelated to BASIS DC, through the use of any electronic devices, including those not owned or leased by BASIS DC, if the acts of bullying or cyberbullying create a hostile environment at the school for the victim or witnesses, infringe on their rights at BASIS DC, or materially and substantially disrupt the orderly operation of BASIS DC Retaliation against a youth, volunteer, or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

## PUBLICATION AND CONTACT INFORMATION

This policy is available on BASIS DC's website. The policy, and age-appropriate versions thereof, will be distributed to youth and parents in contact with BASIS DC annually in the Parent/Student Handbook and School Guidebook. BASIS DC emphasizes that the policy applies to participation in functions sponsored by BASIS DC. BASIS DC's Director of Student Affairs is responsible for coordinating the school's bullying prevention efforts. All questions, comments, and concerns about the bullying policy and BASIS DC's prevention efforts should be directed to the Director of Student Affairs via email as designated by the school's staff list.

BASIS DC expects students to behave in a way that supports the school's objective to provide a safe and welcoming environment for other students, BASIS DC faculty and staff, and community members. Students who are part of the BASIS DC community are expected to follow the Code of Conduct in the [Parent/Student Handbook](#). **Further, students should:**

1. treat all members of the BASIS DC community with respect.
2. respect the property of BASIS DC, its staff, and other youth connected to BASIS DC.



3. Respond appropriately to instructions from BASIS DC faculty and staff. Students who violate the school's bullying policy will be subject to Disciplinary action, as per the BASIS Code of Conduct in the [Parent/Student Handbook](#).

### **REPORTING INCIDENTS OF BULLYING OR RETALIATION (DC CODE § 2-1535.03(B)(6))**

BASIS DC expects all faculty, staff members, and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Faculty and staff members should immediately report all such incidents to the Director of Student Affairs or designated dean who will create a written report of the bullying incident. Youth, parents, guardians, and community members are encouraged by BASIS DC to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the Director of Student Affairs. Reports of bullying by youth, parents, guardians, and community members may be made anonymously, but disciplinary action cannot be taken by BASIS DC solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in BASIS DC's bullying database. BASIS DC will ensure information about reporting is communicated to youth connected to BASIS DC in an age-appropriate manner. Information on how to report incidents of harassment and bullying is outlined in the [Parent/Student Handbook](#).

### **INVESTIGATING INCIDENTS OF BULLYING (DC CODE § 2-1535.03(B)(7))**

Prior to the investigation of an incident, the Director of Student Affairs or designated dean will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim, or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation. Once a report of bullying has been received by an agency, the following groups will be notified as needed by the Director of Student Affairs so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification. In all cases, the Director of Student Affairs will determine what information will be shared.



**Parents and guardians:** BASIS DC will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The Director of Student Affairs will determine if parents or guardians should be informed prior to or after the investigation of an incident.

**Schools:** BASIS DC will notify the schools of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.

**Law enforcement agencies:** If BASIS DC determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Director of Student Affairs may wish to consult with either a law enforcement officer or legal counsel. BASIS DC will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. BASIS DC will make every effort to protect the confidentiality of those who report bullying incidents.

The Director of Student Affairs is responsible for investigating reports of bullying and can be reached at [jerron.joe@basisdc.com](mailto:jerron.joe@basisdc.com). An investigation of an incident will be initiated no more than one day after the Director of Student Affairs receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the Director of Student Affairs, or his/her designee, will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents, or guardians, to the extent possible.

The Director of Student Affairs will provide confidentiality as far as possible to relevant parties as part of the investigation and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at the school. Where necessary, provisions will be made to include the advice of legal counsel.



In investigating an incident of bullying, the Director of Student Affairs will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident, the Director of Student Affairs will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying. The Director of Student Affairs, or his designee, is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Director of Student Affairs, or his/her designee, determines that an incident of bullying has occurred, they should take the response steps enumerated in BASIS DC's prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

### **CONSEQUENCES OF BULLYING**

BASIS DC recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, BASIS DC shall ensure that faculty and staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved.

Responses to incidents of bullying may include, but are not limited to any student who is found in violation of the BASIS Code of Conduct regarding bullying will be subject to disciplinary action. All acts of bullying are considered Category III, as per the BASIS Code of Conduct – violations and consequences may include:

- ban on participation in specific school-sanctioned activity
- out-of-school suspension
- expulsion



Sanctions will be applied within two business days of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the “Appeals” section of this policy. To ensure that single incidents of bullying do not become recurring problems, BASIS DC will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies. BASIS DC shall communicate to youth in contact with BASIS DC, the consequences that they can expect for participating in bullying behavior.

### **APPEALS**

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Director of Students Affairs to the Head of School of BASIS DC. This appeal should be submitted in writing no later than 30 days after the initial determination. Upon receipt of an appeal, the Head of School must conduct a secondary investigation within 30 business days of the receipt of an appeal. This 30 days may be extended by up to an additional 15 business days if the Head of School sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Head of School must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.



**Notice of Non-Discrimination:** *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, BASIS\* 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 following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance & Equity Investigator, 7975 N. Hayden Road, Suite B202, Scottsdale, AZ 85258, (480) 289 2088 ext. 147.*

**BASIS WASHINGTON D.C.**  
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