



**The Bryan Allen Stevenson School of Excellence
CSAC Report Responses**

Date Received Report: Monday, February 8, 2021 at 3:49 PM, EST

Date Response Submitted: February 23, 2021 at 4 PM, EST.

The Delaware Department of Education
Townsend Building
401 Federal Street
Dover, DE 19901-3639

RE: The Bryan Allen Stevenson School of Excellence

Delaware Charter School Accountability Committee:

Thank you for the opportunity to share more about The Bryan Allen Stevenson (please note spelling) School of Excellence's educational model. BASSE was specifically designed to help increase Sussex County's students' college and career readiness through a service-learning curriculum that will provide students with rigorous academic and real-world learning experiences. Students' access to opportunities to practice their knowledge and skills and develop their identities as citizens of Sussex County, Delaware, and the world will improve their outcomes.

BASSE will be a free public service-learning high school in Sussex County, opening with grades nine and ten, with a strong focus on academic rigor and social justice. Our deep belief is in our children and that they are our future; therefore, they require deep investments in their learning both in the classroom and outside of the classroom. BASSE will provide a rigorous, interdisciplinary curriculum to support students in using their gained skills and knowledge to complete service projects in the community. Through collaboration with local community organizations, nonprofits, and service organizations, students will become proximate with community needs and develop novel solutions.

Education is at a critical juncture; our students need more options and opportunities to learn in a way that both pushes their thinking and provides a space for each student to critically imagine the world. It is through that process of thinking and imagining that Delaware and Sussex County arrives at it's new innovative education destination. BASSE seeks to empower our students, all students, to design what learning should look like for them, design the future of their community, and position their ideas as central to the future of their community.

Mr. Stevenson shares, "Proximity is a pathway through which we learn the kind of things we need to know to make healthier communities." BASSE aims to develop the capacity for leadership in the youth of Sussex County through the passion of learning, the joy of providing service, and the power of proximity.

Thank you for this opportunity to reimagine education with us.

Best,

Alonna Berry
Founder and Chairwoman
The Bryan Allen Stevenson School of Excellence

CSAC Report Responses

Ms. Klein asked members of the CSAC to specifically articulate any outstanding concerns with each section of the New Charter Application. The following specific information was requested by the CSAC:

1. Executive Summary

- a. Additional details on what financial resources will be available during the planning year and additional details on the fundraising plan to include dates and fundraising targets.

BASSE recognizes a significant investment will be required to open by the Fall of 2022, BASSE has prepared an appropriate financial and development plan that outline the appropriate pathways to funding prior to opening. **Please [see Attachment 1](#).**

Additionally, BASSE has provided documentation showing the current financial standing and projections of the organization. **Please [see Attachment 2](#).**

2. Founding Group and School Leadership

- a. No follow-up necessary

3. Education Plan

- a. One ELA unit of instruction employing the provided templates to the curricular resource and including a culminating summative assignment with a corresponding scoring rubric.

Please [see Attachment 3](#).

- b. Addenda to existing lessons or new lessons to address gaps identified by the [EdReports Eureka Report](#).

Please [see Attachment 4](#).

- c. Evidence of joining the Social Studies Coalition prior to the opening of school.

BASSE reached out to the Social Studies Coalition on December 28, 2020, **please [see Attachment 5](#).**

Given that we are not an open school yet, we have not officially joined the Social Studies Coalition for the 2020-2021 school year. However, we are currently on the Social Studies Coalition email chain and we are aware of the \$1,000 fee required to join. Please find the attached Social Studies Coalition agreement [see Attachment 6](#) and contract to be signed [see Attachment 7](#).

- d. Clarification of Science Courses with Corresponding Scope and Sequence documents in alignment to the NGSS for courses not provided for in the Coalition.

Please [see Attachment 8](#).

- e. Revised Visual and Performing Arts Scope and Sequence Documents.

BASSE revised the Visual and Performing Arts Scope and Sequence Documents and aligned the proposed areas of focus with the appropriate high school standards and proficiencies. Please see [Attachment 9](#).

- f. Revised World Language Scope and Sequence Documents.

BASSE revised the World Language Scope and Sequence Documents and aligned the proposed courses with the appropriate proficiency levels and standards. Please see [Attachment 10](#).

- g. A more detailed plan to education students in their least restrictive environments, specifically students with disabilities.

In response to the “Special Populations and At-Risk Students”, section 2 “Students with Disabilities”, section B, question b in section 1.3 of the charter school application, BASSE described how it would provide programmatic services to students with disabilities. Please see language from the application:

Students will spend at least 80% of their time in the general education setting with peers of the same age without disabilities. They will be provided services including, but not exclusively, direct instruction, a co-teacher, a paraprofessional, an interpreter, educational aids, and appropriate modifications or accommodations. Students who need a more restrictive setting may be in a class with a small group of students who will receive instruction or support based on their needs. Students who need to receive services outside of the classroom for half of the school day or more will be placed in a self-contained classroom unique to their needs.

BASSE will ensure that, to the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes or other removal of students with disabilities from the general educational environment will occur only when the nature or severity of the disability is such that education in general classes cannot be achieved satisfactorily with supplementary aids and services.

The school will ensure that the IEP team makes the most appropriate educational decisions for a student with a disability; the IEP team determines the least restrictive environment (LRE), and it is decided at least annually based on the student’s IEP. In selecting the LRE, the IEP team will consider the potential harmful effect on the student or the quality of services that the student needs. A student with a disability may not be removed from the opportunity to be educated with age-appropriate peers in a general education classroom solely because of needed modifications in the general education curriculum.

In addition to the services we have outlined in section 1.3 of the charter application, BASSE will make sure to provide the appropriate accommodations and modifications for our students with disability during their service-learning activities. These accommodations and modifications will be documented both in the IEP and personalized learning plans.

Please see [Attachment 11](#) for additional context.

- h. MTSS plan that includes plans for both Tiers 2 and 3.

BASSE submitted a plan to provide MTSS services to Tier 2 and Tier 3 students with its original application. Please see the language here:

“BASSE will implement the Multi-Tiered Systems of Support (MTSS) Framework to assess at-promise students’ comfort and success at BASSE. The MTSS process focuses on multiple levels of support for all students, not just those identified as disabled. BASSE’s at-promise students, and all students, will receive services to support them academically, behaviorally, and socially-emotionally. The MTSS process will also support the school in analyzing its policies, practices, and programs to ensure that all student needs are met, especially those identified as at-promise.

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies, BASSE’s Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and supports (through Delaware Guidance Services), and a Personalized Learning Plan. If students are not achieving mastery and success receiving Tier 1 supports alone, they will be moved into Tier 2. In Tier 2, students will receive targeted support and interventions in a small-group or individually, depending on the intervention and support needed, with progress monitoring for six weeks. At the end of the six weeks, the supports, interventions, and student progress will be evaluated, and the student will either move back to receiving Tier 1 supports alone, receive another six weeks of Tier 2 support and interventions (that will possibly be adjusted based on the evaluation results), or move into Tier 3. In Tier 3, students will receive even more personalized and targeted instruction. This level of the process also lasts for six weeks, with a similar decision tree as that of Tier 2. The next step for students who are not successful after Tier 3 is a recommendation for more formalized services, such as a recommendation for a special education evaluation.”

BASSE plans to use research-based Tier 2 and Tier 3 supports such as Achieve3000, Read180, Math180, and other programs to help support our students in their particular need areas. Additionally, to support students with social and emotional learning needs in those tiers, we will use a strong SEL curriculum. Please see our response to question “i” below.

- i. A plan for Social and Emotional Learning Curriculum.

BASSE understands that a student's social emotional wellbeing is critical to their ability to learn in the classroom, and that selecting a SEL curriculum requires input from BASSE staff, teachers and an understanding of our student’s needs. Therefore, BASSE has researched several SEL curriculums that can be used in our school, and selected the following curriculums, to be reviewed and selected by our staff during our planning year (CASEL Guide, n.d.):

1. **Community Level Program:** [Wyman's Teen Outreach Program](#)

Wyman's Teen Outreach Program (TOP) uses free-standing SEL lessons and community service to promote students' social and emotional development. The TOP curriculum includes lessons that address content on adolescent development: skill-building, connections with others, and learning about one's self. Within each area of content, the curriculum includes foundational, intermediate, and advanced lessons that are designed to meet the developmental needs of young people in grades 6 through 12. Each of the

140 lessons is written for a 45 minute time period with an additional extension activity available if time allows. The TOP curriculum is designed to allow for sequenced programming over multiple years (e.g., as part of a whole-school middle school approach), with a minimum duration of 9 months. In addition to the curriculum lessons, a major component of the program is a minimum of 20 hours of community service each year. The community service component has four phases: preparation, action, reflection, and celebration. Most of the time is spent in action, with reflection happening continuously throughout the community service experience. Service can involve direct action (e.g., tutoring, building a playground or garden), indirect action (e.g., bake sales, blood drives), and civic action for older students (e.g., voter registration, public speaking, educational theatre and awareness programs). There is a process through which students are able to choose the specific type of service they want to engage in. Research-based targeting Black/Hispanic youth demonstrate its effectiveness.

2. **School Level Program:** [Consistency Management & Cooperative Discipline](#)
 Consistency Management & Cooperative Discipline® (CMCD®) is a teacher training program designed to enhance students' social, emotional, and academic learning through the use of teaching practices. The program provides a series of seven brief professional development workshops that focus on teacher-student interactions, classroom environment, and classroom management. The workshops are organized around the following topics: *Creating a positive learning environment (and preventing classroom problems)*, *Creating a caring community*, *Taking a stand against bullying (face-to-face and cyber-bullying)*, *Managing cooperative groups*, *Energizing curricula with active learning and higher order questions*, *Effective use of time and learning from each other*, *Managing disruptive behaviors/building positive relationships*, *Make and Take* (to create resources to use in the program). The teacher training workshops provide a broad array of strategies and methods with varying levels of implementation direction. An important emphasis of CMCD® is citizenship in the classroom. Students become classroom "managers" with a large number of roles. In addition, there are guidelines for how to develop shared classroom rules. The program encourages teachers to provide positive reinforcement to encourage student conduct and provides mostly intrinsic with some extrinsic strategies. CMCD® includes a workshop for school leaders that supports schoolwide implementation of the program by providing guidance in supporting teachers and using data for data-based decision-making. In terms of family involvement, the program suggests strategies for building relationships and communicating with parents, leading effective parent-teacher meetings, and conducting a parent workshop. The developers of CMCD® suggest a two-year implementation and professional development process to ensure high-quality implementation. The program uses a sequence of training that starts with a one-day training for teachers and principals, preferably in the summer. This is followed by six 90-minute workshops over the course of the school year. The six sessions provide teachers with information that is relevant using a "just in time" approach such that CMCD® trainings align with issues students are likely to be dealing with at a particular time in the semester. All training is provided onsite and in person. Principals are required to attend the first day-long training. Additional training for administrators is available and recommended but not required.
3. **Classroom Level Program:** [Facing History and Ourselves](#)
 Facing History and Ourselves is an educational program that uses teaching practices to promote students' social and emotional learning. These practices are infused in an academic curriculum that can be used in History, Social Studies, or English language arts. The program focuses on historical periods of intergroup conflict that involved racism

and prejudice. Through its academic content, the program promotes deep awareness and respect of diversity in students and teachers. The pedagogical approach is designed to help teachers create a supportive and democratic classroom environment that promotes positive youth development in the form of social and ethical reflection and civic learning. The curriculum highlights examples of individual and collective efforts to preserve and strengthen civil society during times of unrest. The program's instructional methods emphasize reflection, interaction, cooperation, deliberation, and discussion of complex and meaningful social and civic issues. They are designed to produce in-depth understanding of historical processes and events, personal connections to the subject matter, and ways of linking the past to current social and civic issues. Social and emotional learning and academic learning are promoted and infused across all Facing History lessons. Classroom strategies teach students to be listeners as well as contributors. Students participate in creating positive norms for class discussions, as well as rules for respectful conversations. For example, students are encouraged to use "I" rather than "you" statements. The program also provides students with extensive practice in discussions and conversations, as well as in perspective-taking. These activities often begin with journaling so that students have an opportunity to clarify their own views. Facing History and Ourselves is working with individual classroom teachers. Additionally, the organization that is providing the program has developed an "innovative school" network that emphasizes a whole-school model. Although individual teachers can implement the program in their own classrooms, the whole-school model includes school-wide strategies to create a culture and shared vocabulary of tolerance and respect, to instill a sense of agency in students and prevent bullying, and to promote academic integration. Schools in the program's Innovative School Network receive strategies for encouraging family and community involvement; inviting scholars, Holocaust survivors, writers, and artists to make classroom presentations and participate in Community Conversations; and facilitating student-led teach-ins for families. These schools are also developing opportunities for service-learning and models for restorative justice. The program recommends beginning with an intensive training model of two-five days (or several weeks online), followed up with two to three days of onsite coaching, as well as virtual support, during the school year. However, professional development for the program can be accomplished through a hybrid of in-person and online training. Administrators are encouraged to attend the training along with the teachers. Schools implementing Facing History school-wide take part in faculty-wide onsite professional development, while Facing History staff provide the administrators in the Innovative Schools Network with focused sessions and a biannual conference for principals and lead teachers from all ISN schools. The program offers conferences for districts and regions focused on specific topics. It also creates relevant community-based events, e.g., a speaker on racism in the aftermath of the police shooting of a local youth (CASEL Guide, n.d.).

- j. A Foster Care plan that includes a Foster Liaison.

BASSE has drafted a Foster Care plan that included a Foster Liaison; **please see [Attachment 12](#)**.

- k. An example of the Student Code of Conduct that the Board is currently working on.

BASSE has drafted a Student Code of Conduct; this Student Code of Conduct is a living

document and will be amended and adapted as BASSE students and staff grow as a school community. It is designed to support the mission and vision of BASSE.

Please see [Attachment 13](#).

I. A non-academic mandatory training plan.

All teachers and relevant staff will be instructed on how to register for and complete their non-academic mandatory training (appropriate to their years of experience, positions, and other criteria) following the requirements outlined in the state code. These instructions will be provided to the relevant parties once the training becomes accessible by the state.

Please see the requirements below (as pulled from the Delaware Department of Education Website):

- *Child Abuse and Child Safety Awareness, Prevention, Detection & Reporting (NAMC-CSA)* - Minimum requirement is 3 hours over the 3 year period.
 - All new staff must take the course Child Abuse Detection and Reporting Training within 30 days of employment.
- *School Bullying Awareness & Prevention; Criminal Youth Gang Detection (NAMC-BG)* - Minimum requirement is 3 hours over the 3 year period.
- *Teen Dating Violence & Sexual Assault Awareness and Prevention (NAMC-TD)* - See specific requirements below.
 - Any new school administrator, school nurse, or school counselor serving grades 7 through 12 must take 2 hours of Teen Dating Violence training within one year of employment. Staff must also retake the material once every three (3) years in order to remain current on this requirement.
- *Suicide Prevention (NAMC-SP)* - Annual requirement of at least 90 minutes for all school personnel.

BASSE's school leadership team will create a calendar of the appropriate training opportunities and provide individuals with clear information about which trainings they are required to complete and by when. The school leadership team will track that each faculty and staff member has completed the appropriate training by the established deadline.

m. A revision of item three on pages seven and eight of section 1.3, that includes IB assessment expectations built into student performance measures.

In section 1.3 of the charter school application, "Student Performance Goals," question 3 asks: *If the school plans to adopt or develop additional academic performance goals or assessments beyond the State's mandatory assessments, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance.*

In the first three years of opening, "BASSE does not plan to adopt or develop additional academic performance goals beyond the State's mandatory assessments. All assessments listed in

question two are designed to be formative in nature to guide instruction and interventions throughout the year.”

However, after completing the process for and receiving accreditation from the International Baccalaureate Programme, BASSE will reevaluate its performance goals to align the appropriate IB standards and metrics. BASSE will engage with the Charter School Office and other relevant stakeholders to receive approval for these new performance standards.

Additionally, please see the attached International Baccalaureate Programme timeline, [see Attachment 14](#). Additionally see our letter for support from our contact at the International Baccalaureate Organization, [see Attachment 15](#).

- n. Additional survey data from families with children eligible for attendance in 2022. matheurek

BASSE recognizes the importance of building relationships with students and families. For the past three years, BASSE has been working hard to build relationships across Sussex County. Attending and hosting numerous events to connect with families. Given the impact of COVID-19, BASSE has been challenged to collect signatures from parents and students amidst the pandemic, in a community where all schools and districts are struggling to make connections with students due to the unique barriers of rural connectivity in Sussex County. Despite these challenges BASSE has continued to push forward, making every effort to build connections. For more details [see Attachment 16](#).

In September of 2020, BASSE, through a partnership with Public Allies, hired our first employee (a strategic investment and decision), a Community Outreach Coordinator. The main purpose of this role was to ensure BASSE collected survey data from families and children eligible for attendance in 2022. **Please see the outcome goals for our Community Outreach Coordinator [see Attachment 17](#).**

Additionally, BASSE plans to keep the Community Outreach Coordinator role once open. During BASSE's “planning year” (pre-open) FY21, BASSE will invest in two Community Outreach Coordinators to ensure BASSE will reach its enrollment requirements.

- o. A scope and sequence document that shows identified curriculum for math and ELA (including NYS Common Core ELA and Literacy Curriculum, IB courses, and NYS Common Core Math Curriculum) fitting into the 60/80-minute instructional blocks specified in the schedule.

Although BASSE is seeking to be an IB School, that process, as outlined in Question M (above), BASSE will not receive full IB accreditation and access to the IB curriculum to use with students until year 3. At that time, BASSE will go through a similar process to map our newly acquired IB curriculum to our instructional blocks and course schedule.

Based on BASSE's expansion from grades 9 and 10 to grades 9 through 12 over BASSE's inaugural three years, grades 9 and 10 will transition to a full IB curriculum in year 3. Grades 11 and 12 will transition to a full IB curriculum in year 4.

Therefore, in years 1 and 2 BASSE will utilize the proposed curriculum in Section 1.3, Engage NY for ELA and Eureka Math for Math. Please see the mapped curricula to our instructional blocks and course schedule below:

The Bryan Allen Stevenson School of Excellence: Curricula Map Total Number of Student Days: 167 Total Number of Student Half-Days: 11			
Total Number of Student Days per Quarter Q1: 42 full days; 2 half day Q2: 44 full days; 1 half days Q3: 42 full days; 2 half days Q4: 39 full days; 6 half days			
Math Grade 9 Total Number of Instructional Days: 105**		Math Grade 10 Total Number of Instructional Days: 117**	
<i>Unit</i>	<i>Teaching Days</i>	<i>Unit</i>	<i>Teaching Days</i>
Unit 1	28 days	Unit 1	34 days
Unit 2	20 days	Unit 2	34 days
Unit 3	24 days	Unit 3	13 days
Unit 4	24 days	Unit 4	15 days
Unit 5	9 days	Unit 5	21 days
Flexible Teaching Days*	5 days	Flexible Teaching Days*	3 days
Math Grade 11 Total Number of Instructional Days: 105**		Math Grade 12 Total Number of Instructional Days: 105**	
		<i>Unit</i>	<i>Teaching Days</i>
Unit 1	40 days	Unit 1	30 days
Unit 2	17 days	Unit 2	27 days
Unit 3	30 days	Unit 3	21 days
Unit 4	30 days	Unit 4	14 days
--	--	Unit 5	19 days
Flexible Teaching Days*	3 days	Flexible Teaching Days*	5 days
ELA Grade 9		ELA Grade 10	

Total Number of Instructional Days: 138**		Total Number of Instructional Days: 120**	
<i>Unit</i>	<i>Teaching Days</i>	<i>Unit</i>	<i>Teaching Days</i>
Unit 1	52	Unit 1	37
Unit 2	51	Unit 2	40
Unit 3	35	Unit 3	43
Unit 4***	34	Unit 4***	41
Flexible Teaching Days*	3-5 days	Flexible Teaching Days*	3-5 days
ELA Grade 11 Total Number of Instructional Days: 126**		ELA Grade 12 Total Number of Instructional Days: 125**	
<i>Unit</i>	<i>Teaching Days</i>	<i>Unit</i>	<i>Teaching Days</i>
Unit 1	42	Unit 1	43
Unit 2	42	Unit 2	41
Unit 3	42	Unit 3	41
Unit 4***	42	Unit 4***	41
Flexible Teaching Days*	3-5 days	Flexible Teaching Days*	3-5 days
Additional Notes *Flexible Teacher Days: Additional teaching days built into the marking period to allow teachers the autonomy to re-teach, scaffold, accelerate learning or for state testing. **Time Teaching During Instructional Days per Subject: For each lesson it is assumed that on average it can be taught in 50 minutes; therefore each instructional block has an additional 10-20 minutes built-in to accelerate student learning. The days listed in the column "Days needed to teach curriculum" account for all M-TH instructional blocks. Additionally, students and teachers will strategically use synthesis days to ensure all students are meeting the expectations of the curriculum and state standards. ***ELA Unit 4: This unit will be completed in the second semester during advisory through a book study as supplemental to the scheduled ELA instructional Blocks.			

- p. Revisit Performance Goal 1: School-Based Success in the Education Plan. Provide examples of assessments that align to the DSSF as well as any other valid and reliable academic measures.

Please see the revision below:

Performance Goal 1: School-Based Success

Academic Achievement

- By the third year of operation, and for each year thereafter, between 70 and 89% of all BASSE students will meet or exceed the proficiency standards set by the DDOE in all assessed subjects as measured by content and grade-level assessments available to educators on the PerformancePlus website as well as other assessments such as the Achieve3000 LevelSet assessment of Lexile and the Math180 Math Inventory assessment.
 - By the third year of operation, and for each year thereafter, between 60 and 79% of all BASSE students will meet or exceed their growth targets as measured by content and grade-level assessments available to educators on the PerformancePlus website as well as other assessments such as the Achieve3000 LevelSet assessment of Lexile and the Math180 Math Inventory assessment.
 - By the third year of operation, and for each year thereafter, between 60 and 79% of BASSE students belonging to historically underserved subgroups will meet or exceed their growth targets as measured by content and grade-level assessments available to educators on the PerformancePlus website as well as other assessments such as the Achieve3000 LevelSet assessment of Lexile and the Math180 Math Inventory assessment.
- q. Identify the evaluation tools that will be used to evaluate teachers, specialists, and administrators keeping in mind that the planning and approval process for an alternative system takes a minimum of twelve months. Currently, applications are not being accepted for an alternative evaluation system.

As noted in section 1.5 of BASSE's charter school application, BASSE fully intends to use the state's DPAS to evaluate teachers, specialists, and administrators. At no point did BASSE consider applying for an alternative evaluation system before opening. Additionally, considering the state will be introducing a new evaluation system to Delaware public schools in the fall of 2022, BASSE's board would like to participate in using the evaluation system before applying to try an alternative. The proposed new evaluation system aligns with the board's belief that teachers need to work towards continuous improvement to excellence for students.

Please see BASSE's response to the section 1.5 question about evaluation, added here for your convenience:

BASSE's Dean of Academic Excellence will complete the online DPAS II Evaluator Training, accessible via the Professional Development Management System (PDMS) during the school's planning year, as required for all new administrators in Delaware public schools. The school leader will also attend the recommended three-day, in-person DPAS II Training for New Administrators, offered in the fall of the planning year. Any BASSE educators who need to complete the online DPAS II Teacher Training or DPAS II Specialist Training course available through PDMS will do so prior to their first evaluations.

The Dean of Academic Excellence will ensure that all observations and related materials are entered into the Evaluation Reporting System (ERS) as required by the State. To ensure fidelity to the DPAS II evaluation system, the Board and Executive Director will monitor the Dean's progress toward teacher evaluation timelines. The Board and Executive Director will request feedback from the state to ensure that reports are accurate and complete. Periodically, the

Board will request that external "experts" in the DPAS II evaluation system review or audit the evaluation reports and provide feedback on their accuracy and thoroughness.

The DPAS II process will provide the backbone for feedback on teacher practice and related responsibilities in the building. Teachers who have summative ratings of 'Effective' or 'Highly Effective' may be considered for advancements, promotions, and extra responsibilities within the building. Teachers who have summative ratings of 'Needs Improvement' or 'Ineffective' will be provided with written expectations and, if necessary, improvement plans targeted at enhancing their performance. Ultimately, teachers who do not improve and continue to exhibit patterns of ineffective teaching may be subject to dismissal.

- r. Give specific clarification on the purpose of preference bullet number three (Students who have a specific interest in BASSE's teaching methods, philosophy, and educational focus) including how it is being factored into decision making as an enrollment process. Please include how student work submissions will be measured.

As outlined in state code Title 14, Chapter 5, § 506, Restrictions, BASSE has selected three of the allowed preferences for students hoping to enroll in the Bryan Allen Stevenson School of Excellence. One of those preferences is that "[s]tudents who have a specific interest in the school's teaching methods, philosophy, or educational focus" may be given preference as long as it's been stated in the charter application.

As our other two preferences are location-based, i.e., students residing within a 5-mile radius of the school and students residing within the regular school district in which the school is located, the board wanted to include a third preference for students who would not receive preferential access to enrollment due to living in another school district in Sussex County. The intention is to provide a way for students to express their interest in the service-learning curriculum that BASSE offers as it is a unique educational option.

As explained in our enrollment plan, all enrollment preferences would only come into consideration if the number of applicants to attend BASSE exceeds the number of seats available in our school. Students with applications that qualify in the preference categories would be accepted in the order of the preferences (students within a five-mile radius of the school, then students who reside in the regular school district, and then students who expressed interest in our school's teaching methods, philosophy, or educational focus). Once all the students who qualify for enrollment through the preferences are accepted, all remaining students will be entered into a blind lottery and accepted until our seats are filled. Students who are not selected during the lottery will then be placed on a waiting list until BASSE's first day of school.

If a student has made an effort to submit an item that demonstrates their interest in BASSE's teaching methods, philosophy, or educational focus, it will be accepted. As long as the submission meets the minimum requirements (a video essay, voice memo, presentation, or piece of writing that demonstrates their interest in the BASSE program), the BASSE board will find the application supplement acceptable. The "detailed description" mentioned in our enrollment plan will reiterate this, along with instructions to submit the supplement and prompts to help students brainstorm their submissions. This particular preference is to provide access to students and allow every student the opportunity to attend BASSE if that is their choice.

- s. The names of the mentoring and induction site coordinator and lead mentor of the Comprehensive Induction Plan.

The Academic Head of Schools (Dean of Academic Excellence) will operate as BASSE's mentoring and induction site coordinator for the Comprehensive Induction Plan. Once BASSE hires our initial founding teachers, BASSE will identify a lead grade level teacher (as outlined in our Organizational Chart in Section 1.5 of the original charter application) to serve as Lead Mentor.

- t. A plan for Driver's Education.

In year 1, BASSE will only have grade 9 and 10. During this year, BASSE will offer Driver's Education to eligible grade 10 students, dependent on their birthday, during student synthesis days or club time. In the following year, as BASSE expands to grade 9-12 BASSE will continue to offer Driver's Education to all eligible students during student synthesis days or club time. BASSE will either partner with Sussex Academy to offer Driver's Education or contract services to provide Driver's Education, based on eligibility.

[See Attachment 18](#) for more detail.

4. Performance Management

- a. Clarify the measure being used for Grade 12 for College and Career Readiness.
 - i. In lieu of Growth to Goal data, in grade 12, students will be held accountable for meeting at least one of the measures listed in the Delaware School Success Framework (page 20) prior to graduating

The Framework Reference Guide lists several different options that students can meet to demonstrate their college or career readiness. In our understanding of the [Delaware School Success Framework Reference Guide](#), schools should report out students' progress in all metrics of college and career readiness.

Furthermore, the newest [Delaware Accountability—Technical Operation Manual for 2019-2020](#) states, "CCP is the percent of students who have demonstrated readiness for postsecondary education and a career after high school through success in one or more of the identified CCP indicators." Students have many options to demonstrate their preparedness for College and Career, and it would be a disservice to our future students to select a single metric to measure our diverse student population.

BASSE plans to report out on all required metrics, in accordance to the guidance outlined above.

5. Staffing

- a. Provide an alignment between teacher salaries in the budget for year 1 (\$510,000.00) and the described staffing goals from various experience levels.

Please find the BASSE budget documents attached. BASSE utilized Indian River School District salary schedule to align teacher salaries based on experience level. Using the hiring plan outlined below, BASSE updated the average salary for all teachers from \$45,000 to \$57,113 to more accurately reflect the variances in teacher experience outlined below:

Category: New (Step 1-2)	Category: Novice (Step 3-5)
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Expected percentage of staff: 25% Bachelors 0-2 years experience Avg. of Salary Ban: \$46,324	Expected percentage of staff: 25% Bachelors 3-5 years experience Avg. of Salary ban: \$54,955
Category: Experienced (Step 6-8) Expected percentage of staff: 25% Masters 6-8 years experience Avg. of Salary ban: \$58,992	Category: Expert (Step 9-12) Expected percentage of staff: 25% Education Level: Masters +15 9+ years experience Avg. of Salary ban: \$68,183

Please [see Attachment 19](#) (tab: consolidated state and federal funds); this is also outlined in the updated budget narrative Line 4 through 11 and line 13.

- b. A plan to train staff members that join as late or mid-year hires in the IB program.

Please find BASSE's plan to train staff members that join late or mid-year below. This plan includes a training plan for BASSE specific needs, including, but not limited to culture and curriculum. BASSE plans to require all new staff, including late or mid-year hires to do a full-week of profession learning prior to teaching.

When	Duration	Training focus	Facilitator
Prior to start date	Pre-Start (1 day)	Human Resources: New hire paperwork, payroll, insurance, background checks, fingerprinting, benefits, and additional paperwork that needs to be completed prior to start date	Executive Director, Office Staff
Week 1	Day 1 and 2	Day 1 Part I (AM): Understanding our IB Curriculum Part II (PM): School Tour Day 2 Part I (AM): IB Curriculum (Subject Specific) Part II (PM): IB Classroom Observation(s)	IB or Academic Dean
Week 1	Day 3	Part I (AM): Understanding Our School (BASSE's mission, vision, daily schedule, grading policy and code of conduct) Part II (PM): IB Subject Specific Observation(s) Part II (PM): Introduction to BASSE (during weekly staff meeting)	Academic Dean, Content Coaches

Week 1	Day 4	Part I (AM): Understanding our Community Part II (PM): State of Delaware non-academic mandated training Part III (PM): Classroom Observations	Community Outreach Coordinator, Academic Dean, Content Coaches
Week 1	Day 5	Part I (AM): Safety Training(s) (COVID, evacuation, fire-drills, etc.) Part II (PM): Classroom Observations	Nurse, School Resource Officer, Academic Dean, Content Coaches
Ongoing	2-3 hours On Fridays (Synthesis Days)	Required mandated federal and state training for educators offered through the PDMS system.	Asynchronous

6. Governance and Management

- a. Additional details regarding the handling of financial duties. What functions will Omnivest be handling and what functions will be the responsibility of school staff? Who will have access to FSF and PHRST? Who will be responsible for onboarding new employees and maintaining personnel records?

After the charter is approved and as early May 2021, the Executive Director will request access as the Security Officer for First State Financials (FSF) and place a security request Payroll Human Resources Statewide Technology (PHRST) to initially gain access and set up roles for the system.

The FSF roles to create, submit, approve, and process purchase order requests and invoices will be designated to BASSE employees. The Executive Director will have the authority to approve purchase orders and invoices. The contracted external services provider, OmniVest, will only have the ability to generate payments after the purchase orders and invoices have been approved; view only access made be granted for other modules. Roles will be assigned related to the cash receipt and grant module(s) based on the need of the modules. All BASSE staff and external service provider's designated individual(s) will receive the required training on the various FSF modules beginning as early as mid-May 2021 to begin implementation in July 2021.

BASSE's Executive Director will have a security administrative role for PHRST and provide OmniVest rights to enter Executive Director/Board approved personnel information. The Executive Director and/or a designated employee will receive the required training on PHRST. OmniVest will also attend the required training related to human resource, benefits administration, payroll, and time and labor. Implementation of the PHRST is estimated for July 2022.

BASSE Financials Approval Process

Action	Process	Approval
Approve Purchase Orders	The Executive Director will approve PO & invoices; specified Office Staff may have the ability to enter and match the POs.	Executive Director
Hiring and Salary	Hiring and assigning salary is recommended by the Executive Director and approved by the Board of Directors within the annual personnel budget. The budget is communicated to OmniVest who will enter new hires into the PHRST system.	BASSE Executive Team - BASSE Executive Director and Board of Directors
PHRST	The Executive Director (assuming HR responsibilities) will enter payroll; OmniVest will receive a summary of the actual time from school personnel to enter into the system.	Executive Director
Paying Invoices, Recording Receivables, Month-End Closing	Omnivest will assist the Executive Director with this function once the school is open. All monthly reports will be presented and approved by BASSE Board of Directors.	BASSE Executive Team - BASSE Executive Director and Board of Directors
Payroll and Travel Deductions	Omnivest will assist the Executive Director with this function once the school is open. All monthly reports will be presented and approved by BASSE Board of Directors.	BASSE Executive Team - BASSE Executive Director and Board of Directors
Budget Tracking, Profit and Loss Statements, General Ledger	Omnivest will assist the Executive Director with this function once the school is open. BASSE currently uses Quickbooks online and will continue to use that system for donations and grants received through our non-profit, Proximate Network, INC. All information completed in FSF	BASSE Executive Team - BASSE Executive Director and Board of Directors

	and the payroll processed in PHRST will be tracked against the annual budget through our accounting system, QuickBooks.	
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[Please Attachment 20](#) additional documentation from the Delaware Department of Education Financial office here.

- b. Clarification on any potential delayed opening due to low enrollment. Would the school delay opening if enrollment does not meet 100% capacity? If not, what would the threshold percentage be?

BASSE does not plan to delay opening due to low-enrollment and would plan to open if enrollment meets the threshold of 80% or above (please see attached updated [Attachment 19aa](#) and [Attachment 19ab](#)). BASSE believes at 80% enrollment or above that BASSE would still be financially viable to open its doors in 2022. If for any reason BASSE is below the 80% enrollment threshold, BASSE would look into applying for an extension through the Charter School Office as outlined in Title 14, Chapter 5.

7. Parent and Community Involvement

- a. No follow-up necessary

8. Start-Up and Operations

- a. A more detailed start-up plan to include:
 - i. Physical student record keeping to include records kept after graduation
 - ii. Training of staff in eSchool
 - iii. An understanding of the school choice window
 - iv. Recruitment events to take place during the school choice window
 - v. Gaining access in State systems (FSF, PHRST)
 - vi. Training of appropriate staff in state systems
 - vii. Procurement of furniture and supplies
 - viii. Obtainment of a Certificate of Occupancy by the June 15 deadline.
 - ix. Addressing of start-up plan tasks to occur between January, 2022 and July 2022.

BASSE created an updated start-up and operations plan addressing items i-ix; please [see Attachment 21](#).

- b. A list of the types of insurance coverage that the school will secure, including a description of the levels of coverage.

BASSE submitted the appropriate insurance coverage options with its original application; please [see Attachment 22](#).

9. Facilities

- a. A facilities plan that incorporates cost estimates for different facilities options and timelines.

BASSE has secured updated cost estimates and timelines for each facility option presented in [Attachment 23](#) and [Attachment 23a](#).

- Option A - New Build: Purchase land with a new building
- Existing Space: The Richard Allen Coalition
- Delayed Build: Purchase land with phased progression
 - Phase I: Modulares
 - Phase II: New Build

10. Budget

- a. Additional information regarding the Other Funds/Foundation Grants included in the budget and budget narrative. Information should include commitment letters from funders and actual amount of funds raised to date. Without substantiation, we cannot count these amounts as available to the applicant for the planning year or the out years. If outside funds are removed from the budget, it appears that the school will operate in a deficit situation.
- b. Provide a budget narrative that depicts the budget should only 80% of the enrollment materialize.
- c. Budget Narrative – Additional documentation to support the budgeted amounts for all categories. The narrative does not provide sufficient detail or support. Several of the expenses appear to be under-budgeted, incorrectly budgeted or missing. Examples:
 - i. The amount budgeted for textbooks is \$25,000 but the narrative states that the amount is based on \$1,000 per new student which would be \$250,000.
 - ii. There is no amount budgeted under Curriculum or Assessments.
 - iii. Amounts appear to be under-budgeted in several lines including Computers, Maintenance, Supplies/Materials, Equipment and Other.
 1. For example, the amount budgeted for Maintenance in Year 1 is \$2,500 and Year 2 is \$7,563. How were these numbers calculated? According to the narrative this should include trash removal services, exterminators, shredding services and routine maintenance. These amounts appear to be under-budgeted.
 - iv. Dean of Academic Excellence is in the budget narrative beginning with Year 2 but the organizational chart shows the position in Years 0 through 5.
 - v. An understanding that employees of the State of Delaware may choose any insurance plan offered by the state regardless of the cost to the school.
 - vi. A break-down of professional development costs.
 - vii. Costs to contract with an outside company to provide services for progress monitoring and summative assessments.
 - viii. Contracted Services – the amounts budgeted are inadequate to cover all of the items that have been referenced in the narrative. In Year 1, the budget reflects \$30,000, which is supposed to cover state safety and security personnel (see Line 29), substitute teachers, other educational consultants, and progress monitoring and summative assessments (see Line 25).
 - ix. A clarification of the term “White Boards”. If this is in reference to “SmartBoard Technology” the budget should be adjusted as these costs over \$2,500.00 per classroom.
 - x. A cost of the 1:1 technology plan as it is not reflected in the budget.
 - xi. The applicant states that Proximate Network will provide 30% of the funding required to purchase land and modular units. Are the funds currently available? If not, what is the timetable for making those funds available?
 - xii. Telephone / Communications – the amounts budgeted seem very low. Year 1 budget is \$3,000 and includes internet access, landlines, VoIP service, cell phones and air cards. The applicant notes that they will participate in E-rate.
 - xiii. Other – the amount budgeted in Year 1 is low. \$3,500 is budgeted to cover facility supplies, toilet paper, trash bags, soap, paint, hardware and other school supplies.

- xiv. Equipment Purchase - \$50,000 in Year 1 to purchase classroom furniture, computers, laptops, servers and projectors. This amount seems low considering most of the school will need to be outfitted. The timing is also concerning- these items should be purchased prior to Year 1 to ensure that everything is in place before the start of the school year.
- xv. Accounting and Payroll – provide a breakdown of expenses in this category. How much has been budgeted for the audit and how much is budgeted for back office services?
- xvi. Federal Funds Budget – Line 20 – Supplies and Materials – Given the amounts budgeted in this line, provide a more detailed breakdown of the proposed expenses. The budget narrative states “Supplies and materials used in federal funded activities.” Page 20 of 21

BASSE created an updated budget document addressing items i - xvi; please [see Attachment 19](#).

- d. A Business Plan depicting the following:
 - i. Additional information regarding the school’s contingency plan. Information provided does not provide sufficient detail regarding the plan if revenues are lower than estimated.
 - ii. Additional information regarding internal controls plan including how separation of duties will be maintained during the deposit process.
 - iii. The applicant states that the board will build a sufficient cash reserve to cover possible closure over the next five years. Please note that schools must meet this requirement by December 31 of the third year of operation.
 - iv. Timelines for accessing State systems (will they be accessed during the planning year and if so, will staff be paid through PHRST?)

BASSE created an updated business plan addressing items i-iv; please see [Attachment 24](#).

References:

CASEL guide. (n.d.). Retrieved February 13, 2021, from <http://secondaryguide.casel.org/>

Appendix

Attachment 1 - [BASSE Development Plan](#)

- Attachment 1a - Letter from the Longwood Foundation

Attachment 2 - [Proximate Year-End Projection 6.30.21.pdf](#)

Attachment 3 - [ELA Unit Plan, EOU Assessment, and Rubric](#)

- Attachment 3a - DRAFT ELA Unit Plan
- Attachment 3b - ELA Unit 1 - EOU Assessment and Rubric

Attachment 4 - [Response to EdReports Eureka Math HS](#)

Attachment 5 - [The Bryan Allen Stevenson School of Excellence, INC. Mail - Social Studies Coalition Memorandum of Agreement.pdf](#)

Attachment 6 - [BASSE Attachment 4 - 4.4 - Social Studies MOU.pdf](#)

Attachment 7 - [MOU Soc.Studies Coalition 2021 SY.doc](#)

Attachment 8 - [Science Alignment](#)

Attachment 9 - [REVISED Visual & Performing Arts Scope & Sequence Document.pdf](#)

Attachment 10 - [World Language Scope and Sequences](#)

- Attachment 10A - REVISED - World Languages Scope & Sequence Document - Level 1
- Attachment 10B - REVISED - World Languages Scope & Sequence Document - Level 2
- Attachment 10C - REVISED - World Languages Scope & Sequence Document - Level 3

Attachment 11 - [LRE Updates](#)

Attachment 12 - [BASSE Foster Care Plan - DRAFT](#)

Attachment 13 - [BASSE Code of Conduct.docx](#)

Attachment 14 - [IB Roll-Out Timeline](#)

Attachment 15 - [Letter of support_BASSE_IB.docx](#)

Attachment 16 - [Community Outreach Plan](#)

Attachment 17- [BASSE Public Ally Service Objectives 2020-2021](#)

Attachment 18 - [Sussex Academy Partnership](#)

Attachment 19 - [Updated Budget](#)

- [Attachment 19a - 80% Enrollment](#)
 - Attachment 19aa - BASSE Attachment 23 - Budget Narrative 80% Edit 2-21-21

- Attachment 19ab - Budget Worksheets FY21-80% Enrollment Model - 02-21-21 Revisions
- Attachment 19ac - Budget Worksheets FY21-80% Enrollment Model - 02-22-21
- Attachment 19ad - Revenue Estimate Sheets-Yrs. 1-4-Feb 22-2022
- Attachment 19ae - Revenue Estimates FY21-250 Model 80% Yr 1-02-03-21
- Attachment 19af - Revenue Estimates FY21-375 Model 80% Yr 2-02-03-21
- Attachment 19ag - Revenue Estimates FY21-500 Model 80% Yr 3-02-03-21
- Attachment 19ah - Revenue Estimates FY21-500 Model 80% Yr 4-02-03-21
- [Attachment 19b - 100% Enrollment](#)
 - Attachment 19ba - BASSE 100 % Budget Narrative
 - Attachment 19bb - Budget Worksheets FY21-100% Enrollment Model - 02-19-21 Revisions
 - Attachment 19bc - Budget Worksheets FY21-100% Enrollment Model - 02-19-21 Revisions
 - Attachment 19bd - Combined Revenue Estimates Yrs. 1-4__02_16_21 edited to fix yr. 4.pdf
- [Attachment 19c - Technology](#)
 - Attachment 19ca - Phase II Facility Thoughts with Technology Budget Items
 - Attachment 19cb - Hilyard's Sample Customers.docx
 - Attachment 19cc - NEC UNIVERGE-SV9100 Brochure.pdf
 - Attachment 19cd - The Bryan Stevenson School Feb 2021.pdf
- Attachment 19d - BASSE, INC Letter of Support.docx

[Attachment 20 - Financial Management](#)

- Attachment 20a - FSF Course Catalog.pdf
- Attachment 20b - FSF Job Role Handbook
- Attachment 20c - FSF Training Info
- Attachment 20d - FSF Training_Calendar
- Attachment 20e - Omnivest Email Chain re Finance

- Attachment 20f - PHRST Training Info

[Attachment 21 - BASSE Start-Up Plan](#)

[Attachment 22 - Insurance Coverage](#)

- Attachment 22a - Bryan Allen Stevenson School of Excellence Insurance requirements.pdf
- Attachment 22b - BASSE Attachment 20 - Insurance Coverage

Attachment 23 - [Building and Construction](#)

- Attachment 23a - BASSE Facility Descriptions
- Attachment 23b - BASSE Draft Construction Project Schedule
- Attachment 23c - Bryan Stevenson School of Excellence Additional Land Options
- Attachment 23d - BASSE & Richard Allen Coalition School Design.pdf
- Attachment 23e - BASSE Construction Estimate Schedule
- Attachment 23f - Letter re Route 9 Property
- Attachment 23g - Sample Gym Design
- Attachment 23h - RYJ Construction Proposal

Attachment 24 - [Business Plan](#)

Attachment 25 - [Hybrid Learning Supports](#)