



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

Report Received: Friday, February 11, 2022, at 5:01 PM, EST

Response Submitted: Monday, February 28, 2022, at 4:00 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 School of Excellence's educational model. BASSE was specifically designed to help increase Sussex County students' college and career readiness through a service-learning curriculum that will provide students with rigorous academic and real-world learning and application experiences. Students will improve their outcomes via access to opportunities to practice their knowledge and skills and develop their identities as citizens of Sussex County, Delaware.

BASSE will be a free public service-learning secondary school in Sussex County, opening with grades six and seven, 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 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 imagine the world critically. Through this process of thinking and imagining, BASSE will lead Delaware and Sussex County to a new innovative education destination. BASSE seeks to empower and support our 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, "[p]roximity 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,

Dr. Teresa Berry, Founder and Co-Chair

Chantalle Ashford, Founder and Co-Chair

Dr. Julius Mullen, Founding Executive Director

Kirsten Croner, Founding Dean of Academic Excellence

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The following includes BASSE's written responses to address the CSAC Initial Questions and Concerns and clarify responses recorded in the CSAC Initial Report.

1. *Please highlight, in general terms, what you would view as the three key changes or areas of progress made since last year's application and discussion.*

Over the past year, BASSE has developed in four key ways since our initial submission for charter approval in 2021:

First, we hired two staff members to join our previously selected Dean of Academic Excellence (academic head of school), Ms. Kirsten Croner. Dr. Julius Mullen joined us as the founding Executive Director of BASSE, and Ms. Crystal Timmons joined us as our Director of Development. These staff additions round out our full-time team, allowing BASSE to continue executing our aims stated in our application and fulfilling our mission.

Secondly, BASSE successfully received two major grants we were in contention for during the last application cycle: \$1,000,000 from the Longwood Foundation and \$200,000 from the Welfare Foundation. We were honored to be selected as recipients and believe these financial contributions further demonstrate the worthiness of our innovative school idea.

The third key area of development over the last year is securing our initial location. In the fall of 2022, we will begin leasing a school building from the Delaware Technical Community College, Owens Campus, in Georgetown. The building, currently being leased by the Indian River School District, is a fully operational school. Please see Attachment A for the executed agreement to lease.

Finally, BASSE expanded its grade-level offerings at the request of parent and community stakeholders. After surveying parents, BASSE decided to start our model with the earlier middle school grades: six and seven. Given that sixth grade is a natural transition grade level in the State and many parents expressed interest in having new middle school options in Sussex county, we determined we would honor the community's request. BASSE will provide not only an innovative high school model when we expand to offer ninth grade in 2025 but also provide a solid foundation for students' future success in their middle years.

2. *For the record, can you please clarify the role and involvement of Ms. Alonna Berry with the school from January 2022 and moving forward while she is in her role as Education Advisor for the Governor? Her name is mentioned in the application several times.*

Ms. Alonna Berry is no longer a member of the Board of BASSE. However, Ms. Berry is still a founder of the school, and she was the founding Board Chair. Currently, there is a firewall in place to ensure that Ms. Berry can serve in her role as an Education Advisor to the Governor without conflict.

In November of 2021, Ms. Chantalle Ashford and Dr. Teresa Berry assumed the roles of Co-Chairs of the Board. Any mention of Ms. Berry in the application is reflective of her role as a founder and work as the former founding Board Chair prior to January 2022.

3. *Promotion and Graduation Requirements*

- a. *Can you point us to where in your materials the promotion and graduation criteria are discussed? If it's not included in the materials, can you please provide more information?*
- b. *Throughout the application you mention the service-learning requirement, will that be a requirement for graduation? (Not mentioned on pg. 12)*
- c. *Please provide additional information on how your school will meet the "career pathways" graduation requirement, using the prompts listed in the new charter school application.*

- a. In response to Section 1.3, Curriculum and Instructional Design, Question 8, "Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 7) we responded:

"The Bryan Allen Stevenson School of Excellence will ensure postsecondary readiness for all students. Our school's two pillars are the International Baccalaureate (IB) program and the service-learning requirement for all students. Our decision to use IB is centered on the Middle Years Programme model, which provides BASSE with the tools to differentiate and personalize learning effectively for all students. As students transition into their upper years, they have the option to choose between the IB Diploma Programme, which has a proven track record of producing some of the most competitive students worldwide in the collegiate environment, or the IB Career-Related Programme, which is based on experiential learning and will offer career and technical education tracks for students to have real-world experience. Finally, all students at BASSE will be required to complete a service-learning experience as a graduation requirement. This experience will put BASSE students in an experiential learning environment in the community where they will build networks and an understanding of the postsecondary world.

BASSE's mission is '[t]o create pathways, through proximity, for our students, their families, and our community' (Case For Support). BASSE believes our model and pillars support our mission, which is centered on postsecondary readiness. Ultimately, BASSE's goal is to ensure every student who walks through our door is prepared for postsecondary success and their role in a global and digital society. As a secondary institution, our role is to prepare students for the jobs that exist and are not yet in existence, for we know our students' innovation will drive the future workforce."

In response to Section 1.3, High School Graduation Requirements, Question 2, "Explain how the school will meet these requirements and monitor them through the use of the State's pupil accounting system. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain the additional requirements," (Section 3, Page 12) we responded:

"The Bryan Allen Stevenson School of Excellence course offerings will allow students to access and earn the required credits to graduate in the State of Delaware. BASSE will use a Standards-Based grading system that can be calculated into grade point averages upon request.

This process will require translating the Standards-Based proficiency levels (Advanced,

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Proficient, Basic, and Below Basic) into traditional numerical credit values (4.0, 3.0, 2.0, and 1.0) and dividing the earned numerical credit values by the attempted numerical credit values.

Students' official transcripts will include:

- Student's Name
- School Name and Website
- Graduation Date
- Each Course Taken with Overall Proficiency Level (Grade) and Credits Earned
- Proficiency Distribution Across Class
- Calculated GPA
- Weighted GPA
- Any College Entrance Exam Scores
- Service-Learning Requirement Description and Student Completion Level
- If Applicable, IB Diploma Results, AP Courses, College-Level Courses, and Certificate Program Completion"

In response to Section 1.3, High School Graduation Requirements, Question 4, "Explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce)," (Section 3, Page 13) we responded:

"Graduates of BASSE will be proficient in the areas of reading, writing, and mathematics. Students' participation in the International Baccalaureate Programme will ensure that students have an opportunity to excel in higher-level courses with the rigor necessary for college success and state assessments. BASSE graduates will also understand the challenges and need to be competitive within any modern global economy because of their coursework and service-learning experiences.

Each BASSE graduate will have completed an Individualized Service Practicum. The Individualized Service Practicum (ISP) will require students, over the course of their 11th and 12th-grade years, to work closely with one of our partner organizations to design and implement a service project. These projects will be aligned to their academic and their postsecondary goals, when possible. Finally, students will be required to complete a paper about their service project and its outcomes. The ISP will help students demonstrate their mastery of the State standards, their gained knowledge from completing the IB coursework, and their practical application of 21st-century skills."

- b. For further clarification, the Individualized Service Practicum (ISP), mentioned by name in response to "High School Graduation Requirements," Question 4, referred to as the "service-learning experience graduation requirement," in response to Curriculum and Instructional Design, Question 8, and referred to as the "Service-Learning Requirement Description and Student Completion Level" as an element of the student transcript in response to "High School Graduation Requirements," Question 2, is our service-learning graduation requirement. It is fully detailed and outlined in response to "High School Graduation Requirements," Question 4, and will include:
- A service-learning project developed by the student in partnership with the school staff and partner organization
 - Completion of aforementioned project

- A paper detailing the aforementioned project and its outcomes
- c. Additionally, BASSE plans to work closely with the Department of Education Office of Career and Technical Education (CTE) to develop alignment between our service-learning experiences and potential career pathways. This will require understanding our students' interests, continuing to build and foster partnerships with local businesses and organizations, and strategic work with the Department. This is one of our first priorities as it is a major component of the school's ability to successfully serve our students.

One of the benefits of starting with the middle grades is that BASSE will have the time, beginning in the planning year, to finalize any of our initial pathway offerings, prior to offering them in 2025, with the full support of the Department. We want to ensure there is clear alignment with the current pathway models and add value by innovating with the addition of our service-learning component. We have had previous conversations with the CTE office concerning this and we plan to engage in the development of these pathway offerings as soon as possible.

BASSE fully intends to meet each requirement of any and all of the Career and Technical pathways we will potentially offer and we will work closely with DDOE to successfully do that.

4. *Relating to recruitment, please:*

- a. *Clarify your recruitment timeline? (Will this begin in 2022 or 2023?)*
 - b. *Share information regarding the existence of other Sussex County IB programs and how they may impact BASSE's location decision, enrollment preferences, and recruitment strategy.*
 - c. *Explain how you will effectively reach out to recruit your English Learner population? (Projected at 22% of enrollment)*
 - d. *Explain what challenges you anticipate in recruiting middle school and high school students? How do you plan to address or overcome these challenges?*
- a. Student recruitment will begin in 2022. Please see the corrected timeline below:

Proposed Recruitment Timeline*:

Jun. 2022 - Aug. 2022: Identify recruitment coordinator and committee. Develop a strategic marketing campaign, and schedule recruitment events (i.e., open houses, parent webinars, tabling at local community events, hosting family/youth activities).

Aug. 2022: Proof and finalize application and marketing materials, including all necessary translations. Submit a copy of the application to the authorizer for approval. Sign up for the Common Online Charter School Application. Publicize upcoming recruitment events on social media and with strategic community partners.

Sept. 2022 – Jan. 2023: Hold several Open Houses and Parent Webinars, at least once a month. Some of these may be held virtual via Zoom or in small groups, depending on the Covid-19 restrictions. Run ads, radio announcements, in the calendar of local newspapers, and/or post flyers in the community and advertise on social media. Attend

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community partners' events and public events to increase awareness and recruit students.

Nov. 2022: Post application and materials online. Disseminate application and material to partner organizations.

Jan. 2023: January application deadline.

Mar. 2023 – Jun. 2023: Implement an under-enrollment recruitment plan if numbers are lower than needed. This will include a more rigorous round of recruitment events.

*This timeline is subject to change depending on the school choice process dates as posted on schoolchoicede.org.

Additional clarifications have been made to the Enrollment Plan, please see Attachment B.

- b. BASSE will provide a unique IB experience compared to what is currently available in Sussex County ensuring that every student will have access to the IB curriculum and the opportunity to complete the program at the level most appropriate for them while also meeting the Delaware educational standards.

Sussex Central has an IB track for students at their high school and Sussex Academy offers the IB Diploma Programme. In contrast, *all* BASSE students will participate in the IB program. However, not all students will be required to seek the diploma programme; their participation in the full diploma programme will be determined by their personalized learning plan. The IB program also offers the Career Programme, for which BASSE will work with the DDOE to align with the Delaware Pathways program before adopting and offering to students.

- c. BASSE is currently hosting parent signature events virtually and across the County and will continue to do so as we shift into official recruitment after approval. BASSE currently provides informational materials and our parent signature forms, both print and digital, in English, Spanish, and Haitian Creole. Additionally, we are partnering with organizations that serve Sussex County's multilingual residents to get the word out about BASSE.
- d. Finally, because we have transitioned to opening as a middle school, BASSE projects fewer challenges in recruiting high school students because our middle school students will continue to matriculate. As for recruiting middle school students, BASSE elected to open with the sixth grade as it is a natural transition grade. Additionally, as we've continued our parent outreach efforts, parents have consistently said they are seeking different middle school options for their students. BASSE can fill that niche and we are actively working to turn the positive verbal commitments we've received from parents into parent interest signatures.

5. Enrollment Preferences:

- a. *Can you please clarify your enrollment preferences for the record? The 5 mile radius is listed in this document but is not listed in your enrollment policy.*
- b. *Please share:*

- i. *Purpose of each proposed enrollment preference in meeting the vision, mission, educational goals, and ability to reach BASSE's target population;*
 - ii. *Considerations in choosing enrollment preferences and rank-order of these preferences;*
 - iii. *Information regarding how the preferences will differ, based on the location chosen;*
- a. Our enrollment preferences are as follows (and reflect the preferences in our revised enrollment policy):
- 1. Siblings of students currently enrolled at the school
 - 2. Children of persons employed on a permanent basis for at least 30.0 hours per week during the school year by the charter school.
 - 3. Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus.
- b. We selected the siblings preference to make it easier for families to choose BASSE as an option for their students. If it is ensured that their students will be able to stay together, it is more likely that a family will select BASSE.

We selected the employee preference so that staff members would be able to offer their children the same educational opportunities that they are providing to our students. This can also be a good lever for teacher retention.

We selected the specific interest in BASSE's teaching methods, philosophy, or educational focus because we want any student who desires to receive their education at BASSE to have that opportunity. BASSE is open and welcome to all of Sussex county's students but if there is a student who is particularly interested in any of the aspects of BASSE that make us innovative, we want to make sure that student is able to attend BASSE.

The preferences are ranked in this order to prioritize students and families that are already members of the BASSE community. Because our preferences are no longer location-based, they will not change based on our final location.

6. *School Facilities:*

- a. *Can you provide documentation from Moonlight Architecture detailing the renovations needed for the Ennis building and associated costs?*
- b. *Can the school provide a leasing agreement or a letter from Delaware Tech indicating an intended partnership, if the new charter school application is approved?*
- c. *Under the lease agreement, who is responsible for maintenance costs?*
- d. *Your application includes a detailed development plan. Can you please specify which, if any, grants (awarded or targeted) are focused on facility renovations?*
- e. *Will the proposed site for the Sussex County Solutions Center facility be located within the Indian River School District. If not, if/how do you anticipate that this will impact your enrollment preferences when the time comes to make the transition?*

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- a. BASSE is working with Moonlight Architecture to determine the needed renovations for the Ennis Building. A tour and walkthrough have been completed and the blueprints obtained (a floorplan was submitted as a component of the application). However, access to the building is limited because it is currently in use by the Indian River School District. When full access is provided, Moonlight Architecture will be able to complete a full scope of work for the renovation requirements and related architectural plans. The board of directors has budgeted \$80,000 for these costs. The planning phase will begin at the end of this school year when Moonlight Architecture is provided more access to the building.
 - b. As noted above, the Intent to Lease Agreement is included with these responses as Attachment A.
 - c. BASSE is responsible for all maintenance costs.
 - d. Currently, BASSE has not prospected any grants that are specifically focused to provide facility renovation support, however, some of the grants we have received and are currently applying for, such as the Longwood grant, are unrestricted. We intend to use the unrestricted grants we receive, the donations we receive from individual givers, businesses, and, if necessary, a targeted capital campaign to support our building renovation costs.
7. *Is there a guarantee that the space within Ennis will be available for initial opening, if the application is approved? If the CEB-like building is not constructed or completed within the anticipated timeline, what is the school's "plan B" for location?*

If BASSE does not relocate to the CEB-like location, we can choose to extend our lease at the Ennis location under our agreement as we continue to look for another long-term location. Please see our executed Intent to Lease Agreement as Attachment A.

8. *Title 14, Chapter 5, Section 512(11), (11) requires the school to ensure its students' adherence to school attendance requirements comply with state and federal law; Can you point to where in your application this information is included? If not, included can you please provide this information?*

The staff at BASSE, in conjunction with State and Federal regulations, as well as through the utilization of the MTSS process, will conduct weekly audits of the attendance records, ensuring that all students, in particular students who are high-risk or at-risk will go through a continuous system of monitoring. This process will allow us to get ahead of any attendance issues and conduct home visits as often as needed to ensure we are advocating for our students' education and giving them all of the assistance and resources they may need as a part of our school community.

BASSE will ensure all students receive due process in any discussions of school withdrawal. This will be outlined in our code of conduct.

9. *There are points within the application where it is not fully clear if the Academic Dean or the Executive Director will serve as the head of school. Please clarify the roles of those two functions.*

Both the ED and the DAE are heads of school with both shared and distinct responsibilities, however, the DAE reports directly to the ED.

Please see the chart below outlining the roles and responsibilities of the Executive Director (ED) and the Dean of Academic Excellence (DAE).

Executive Director (ED)	Dean of Academic Excellence (DAE)
<ul style="list-style-type: none"> ● oversee hiring staff - ED focuses more on non-instructional staff and DAE focuses more on instructional staff ● developing a vision for the school - the ED's vision-setting is more global but the DAE's vision setting is specifically instructional and cultural ● monitoring school success ● recruiting and meeting with parents, families, and community partners on a regular basis - the ED will focus more on community partners and the DAE will focus more on parents and families ● resolving conflict with and between students and/or staff ● providing an inclusive and welcoming school climate free of any bias in which students can achieve their maximum potential 	
<ul style="list-style-type: none"> ● managing the budget, ● design, develop, and implement the school's strategic plan, ● oversee the BASSE organization's day-to-day operation, which includes managing committees and staff ● developing a business plan in collaboration with the board. ● developing and tracking benchmarks for measuring institutional success ● ensuring that board, state, and federal policies and regulations are followed 	<ul style="list-style-type: none"> ● oversee hiring staff, specifically instructional staff ● ensuring that academic policies and curriculum are followed ● developing and tracking benchmarks for measuring instructional success ● developing and coaching teachers ● meeting and listening to concerns of students on a regular basis

10. *Given that much of the plan is based on using an IB model, has the school had conversations with IB to initiate those conversations?*

We have had an established relationship with the IB organization since 2019. We visited their DC office and they are supportive of our desire to be an IB school. Please see the original letter of support as Attachment C. We have reached out to our contact to submit an updated letter of support.

11. *Why is there no growth beyond 40% of students meeting proficiency?*

Upon researching the 2020-2021 data for Sussex County public schools, we found the average scores for Math and English Language Arts fell within the 40% range. Knowing that students are coming out of two years in a pandemic, we initially decided that it was best to stay within that same range to start so that we could get an accurate assessment of who our students are, what prior knowledge they are bringing to BASSE, and how we need to close the gap for our specific

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students. After further conversation and research, we decided our SMART goal should be raised to 60%. Through our MTSS, we know we will have the correct systems in place to be able to identify students' areas of strength and growth at the beginning of the year, to both meet our students where they are and begin closing that gap sooner in the school year, helping us to far exceed the initial 40% SMART goal.

12. *Describe your ongoing Professional Learning Plan to maintain the requirements of the special education policies, procedures, and procedural safeguards outlined in Delaware Administrative Code for Unique Populations?*

The following includes both whole-school professional development days as well as professional learning community meetings during the school day.

Date	Professional Development/Training	Attendees
Summer 2023	State of DE mandated Special Education/Services Training	All Staff
Summer 2023	Grade-level Caseload Review	Dean of Academic Excellence (DAE), All Teachers and Educational Support Staff
Summer 2023	IEP Fall Meeting Updates/Letters to Guardians Sent/ Home Visits Scheduled	DAE and Special Education Coordinator
Fall 2023 (Beginning of Q1) (Ongoing until 9/30 count)	2nd Review of Caseload	DAE, All Teachers and Educational Support Staff
Fall 2023	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Fall 2023 (Mid Q1) (After 9/30 count finalized)	Whole-school Caseload and Report Card Review with IEP data/MTSS data	School Leadership including Special Education Coordinator (SEC)
Fall 2023	IEP Data Meeting	DAE and SEC followed by Whole Group PD with all Instructional Staff
Fall 2023	State of DE mandated training	All Staff
Winter 2023	IEP Winter Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2023 (Prior to Winter Break)	Review each students' PLP as a staff to prepare for student meetings after winter break	DAE, All Teachers and Educational Support Staff

Winter 2024 (Upon Return from Winter Break- 1st PD Day)	Plan for individual student meetings for PLP updates	DAE, All Teachers and Educational Support Staff
Winter 2024	State of DE mandated training	All Staff
Winter 2024	Review of MTSS policies and procedures	DAE, All Teachers and Educational Support Staff
Winter 2024	IEP Spring Meeting Updates/Letters to Guardians Sent/Home Visits Scheduled	DAE and SEC
Winter 2024	IEP Data Meeting	DAE and Special Education Coordinator followed by Whole Group PD with all Instructional Staff
Spring 2024	Review each students' PLP, update as needed	DAE, All Teachers and Educational Support Staff
Spring 2024	Construct End of Year PLP Goals	SEC, All Teachers and Educational Support Staff, Students and Families
Spring 2024	End of Year Data Review	DAE, All Teachers and Educational Support Staff

13. *What is your plan to ensure that BASSE has adequate staffing and resources to fulfill related services requirements for students with disabilities?*

In year one BASSE will hire a special education coordinator and full-time special education teacher. We will also target hiring dual-certified teachers for our general education staff. By year six, we will grow to five special education teachers who will support our grade-level teams.

Additionally, we have budgeted to contract any necessary related service providers such as occupational therapists, speech pathologists, and others.

14. *Please clarify your referral process for students suspected of needing special education services? Provide more details about the process and be sure you are following the regulations outlined in Delaware Admin. code 925.*

Please see further elaboration to our referral process below. Additions to align the process with the updated code are bolded below.

- a. For students enrolled in BASSE who are newly identified for special education services, the referral process is begun by a teacher, state educational agency, physician/health provider, or a parent/guardian/parent surrogate completing a written form. This form will be submitted to the Dean of Academic Excellence and Special Education Coordinator for

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review with the student's academic team (Advisory teacher, College and Career Readiness counselor, and caregiver) and a special educator, who will serve as the IEP team. The school will then schedule an IEP meeting upon receipt of the referral form. **Before evaluation can begin, there will be parental consent, and subsequently, parental consent for identified educational services and any re-evaluations performed. The evaluation process must begin with 45 school days or 90 calendar days from the point of secure parental permission to conduct the evaluation.**

- b. Permission for assessment in the areas identified by the team for which additional data is needed will be secured. Once permission is granted, the team will ensure that a student suspected of having a disability shall be assessed in all areas related to the suspected disability. A variety of assessment tools and strategies shall be used to gather sufficient relevant functional, cognitive, developmental, behavioral, and physical information, academic information, and information provided by the parent/guardian/parent surrogate to enable the IEP team to determine:
- If the student is a student with a disability, i.e. meets criteria for at least one of twelve distinct educational classifications identified in sections 6.6-6.17 of DE Administrative Code 925;
 - The student's educational **support services** needs;
 - The content of a student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum;
 - Each special education and related service needed by the student, **including transitional services and extended school year services if needed**, regardless of whether the need is linked to the student's disability.

15. *How will parents/guardians be informed of students' progress through the MTSS process?*

Parents will be informed throughout the MTSS process, as it will align closely with the development and implementation of the students' personalized learning plan (PLP). The teacher will build a relationship with the parent by finding connections with both the student and the parent. The school will create a forum during back-to-school nights and parents can provide feedback there, in scheduled one-on-one, and via digital forms. The teachers will stay in constant contact with parents and families to reinforce the relationship. Though the amount of contact any parent will receive will depend upon their child's progress, at minimum, parents will be updated on the MTSS process quarterly.

16. *In sections 3-9 your high school science curriculum is intended to be IB with "clear alignment between IB and both the Delaware Content Standards and the Next Generation Science Standards." The DE Science Coalition does not support IB materials, and a crosswalk of IB curriculum and the NGSS to illustrate this clear alignment along with an intention of incorporating NGSS aligned pedagogy (via professional learning— perhaps using NGSX or other PL modules) has not been provided. Please provide this.*

Below is a crosswalk showing alignment between the IB program and the NGSS. All topics covered in IB directly correlate with the topics covered in NGSS and the overlap between topics occurs in multiple places within the IB curriculum. To ensure that our teachers are clear on the

designer’s intent with NGSS and the correlation between the IB curriculum, IB training will be provided for all of our teachers prior to the start of our first year in 2023. BASSE will contact DOE for assistance in setting up training with NGSS so that the instructional staff including the Dean of Academic Excellence and the academic coaches have a clear understanding of how to directly align each unit with NGSS. The alignment training will happen yearly. BASSE wants to ensure instructional staff is clear on how to incorporate NGSS into IB. BASSE will also take the recommendation to incorporate the Next Generation Science Exemplar (NGSX) professional learning.

Additionally, please see the document linked here that discusses the compatibility between IB and the NGSS.

Middle Years Program	NGSS Congruence with Topics
Patterns	Patterns
Cause and Effect	Movement, Transformation and Consequence
Scale, Proportion and Quantity	Models
Systems and System Models	Systems and Models
Energy and Matter	Energy
Structure and Function	Form
Stability and Change	Change, Balance and Movement
Diploma Program	NGSS Congruence with Topics
Systems and Systems Models	HS Life Science, HS Physical Science, HS Earth and Space Science
Scale, Proportion, and Quantity	HS Life Science, HS Physical Science, HS Earth and Space Science
Cause and Effect	HS Life Science, HS Physical Science, HS Earth and Space Science
Energy and Matter	HS Life Science, HS Physical Science, HS Earth and Space Science
Structure and Function	HS Life Science, HS Physical Science, HS Earth and Space Science

17. *In section 1.3, Attachment 8, the results of the parent support surveys are still concerning. There were only about twenty 6th and 7th grade entries on the spreadsheet. Only four of the 6th and 7th grade entries indicated that BASSE would be their first choice. Please elaborate on the interest in the school.*

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As of Saturday, February 26, 2022, we have 47 age-appropriate signatures, 32 of which have indicated that they would send their children in 2023, and 53 signatures of parents of potential future BASSE students. Please see Attachment D.

Parent support surveys are increasing weekly. BASSE has contracted a firm to help manage and increase parent engagement, which includes a targeted social media plan and a targeted outreach plan. The verbal commitments received to date will be turned to written commitments. Creative engagement strategies have been employed to mitigate COVID restrictions which have presented some challenges with in-person engagement, for instance, a number of virtual events have been scheduled. Recruitment efforts are intended to maximize the use of various social media platforms as well as a number of traditional, grassroots approaches such as marketing drops at barbershops, hair salons, childcare centers, youth leagues, churches, etc. with an emphasis on diversity and equity.

Over one thousand flyers and marketing materials have been taken to child care centers, barbershops, hair/nail salons, and churches while weekly marketing messages are posted on social media. One virtual parent webinar was held on February 16, 2022, and two more will be held in March 2022. Existing interested parents were personally called by the Executive Director, and all indicated a continuous interest in their child attending the school and willingness to participate on the parent advisory committee. Notable barriers have included the inability to conduct in-person outreach events, the inability to provide marketing materials to many entities. However, we have been able to partner with several Boys and Girls Clubs to table at parent pick-up. We had our first event on February 23rd and we were able to collect two pages of signatures. This gives us confidence that we will meet the parent support survey threshold before the end of the approval process.

18. *In section 1.3, Attachment 9, the applicant seems to indicate that they will not allow parents to withdraw an application after the board has taken action on it. It also seems that they will not allow a parent to withdraw their child's enrollment once they accept a spot at the school. This stance may hurt the school in the long run (unhappy families). Please explain the thinking behind this.*

This was not our intent. Please see the updated language in Attachment B.

19. *In section 1.6, page 5, the applicant states that they would be compelled to delay opening if the school does not reach a minimum of 250 students enrolled. Is this minimum to be met by April 1, May 1, or some later date? What if enrollment is at 230 or 240 students? Will that delay the opening?*

If BASSE has at least 80% of our proposed students enrolled, 200 students, by May 1st, BASSE will not delay opening as we have prepared to be fiscally viable at 80% enrollment. We would continue to work to increase enrollment to 100%, forecasting a new budget as the enrollment number changes to ensure the school will be operational. If we are not at 80% by May 1st, we would delay opening.

20. *In section 1.7, Attachment 17.1, most of the letters of support simply state support for approval of the charter application. Very few of the letters submitted actually offered some kind of tangible support to the applicant group (most included a vague statement about "supporting the school in*

a way that best utilized our resources”). Most of the letters seemed to be a standard form letter that individuals added their name(s) to and submitted. Some of the standard form letters failed to provide anything besides a name (no address, telephone number or email address). Additionally, the letters of support are from 2019 and 2020. Did the applicant secure any new letters of support? Did the applicant reach out to the original supporters to verify that they are still willing/able to provide support given the new timeline?

BASSE has made personal phone calls to each parent and supporter that has submitted a letter of support to request that they update their letters with the requested updated information. Additionally, our newly hired staff have also worked to help add new supporters to our community of partners which continues to grow. Please see Attachment E, the list of new partners we have engaged as of February 2022.

21. *Is the “Arts Teacher” for all Related Arts? If so, will the same teacher be covering physical education, health, art, music, technology etc.? There is only 1.0 FTE in the budget in years 1 and 2. Please provide more information on how all of these subjects will be covered by 1.0 FTE and will be able to serve all students in all required subjects.*

BASSE has updated its budget to include both a 1 FTE for a physical education and health teacher and an 0.5 FTE to support an arts educator. We are also looking to partner with other schools in our area to provide support for additional related arts instructional opportunities. Because of our nontraditional schedule, we can be creative with our Synthesis Days to ensure that students will receive all of their necessary academic hours in these subjects and that we will have the staffing to support their instructional needs.

Please see our budget update summary in Attachment G.

22. *In line 30 of the budget, Computers, in Section 1.3, Attachment 10, the applicant indicates that all students will be provided with a device (such as a Chromebook). The applicant’s 1:1 technology plan does not appear to be represented in the budget. The narrative states that they “will setup a computer lab and provide computers throughout the school to support the educational programs.” They reference a partnership with NerdiT Foundation, however, the letter that was provided in Section 1.7, Attachment 17.2 (see page 11) does not provide any details regarding this arrangement. The amount budgeted in Year 0 and 1 (\$100,000 and \$0) may not be sufficient to provide an adequate number of devices to students and staff. Can the applicant clarify their intent to provide students with a device (1:1 plan)?*

The NERDiT Foundation and BASSE met to discuss how they could help us source devices to support our students having 1:1 access. They agreed to, once we received approval from our authorizers, support us in obtaining the necessary devices. However, we also have planned to purchase these items on our own, projected these costs, and included them in our updated budget summary in Attachment G.

23. *On line 31 of the budget, contracted services, please provide a breakout of all items covered under this line, to include items noted in line 25.*

Line 31, contracted services, includes the hiring and managing of substitute teachers, information technology specialists, and other types of educational supports and consultants that are deemed necessary by our students. Additionally, we plan to contract with an outside company to provide

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services for progress monitoring and summative assessments, and that cost is also captured here.

Please see our updated budget summary in Attachment G.

24. *In “Other Funds Budget” – how much of the Longwood and Welfare grants have been spent thus far? If some amounts have already been spent, are they accounted for in the Year 0 budget?*

The current budget reflects the \$2.3 million gap needed to cover BASSE’s expenses from our planning year through years 4 and 5. To date, we have raised more than half of the necessary funds. We are currently in the decision phase of the New Schools Venture Fund grant, worth \$200,000 and we have plans to submit more.

That being said, we acknowledge that we have spent some of our previously raised funds to support the organization during our pre-planning year. Please see the budget that reflects the new gap, caused by the necessary spending of previously raised funds, in Attachment G.

However, we have currently pending and planned pursuits of additional dollars which demonstrate our ability to close our gaps in funding.

25. *In “Other Funds Budget” - line 58 shows accounting and payroll expenses during the planning year (Year 0). Does the applicant intend to access state systems for payroll and accounting during the planning year? If yes, what is the timeframe that access will be needed (immediately upon application approval? July 1, 2022? Some other time prior to opening?)?*

BASSE has budgeted to access the state systems for payroll and accounting during our planning year on July 1, 2022, at the beginning of our fiscal year. We are working with Michelle Lambert to help train our team and manage our use of the state systems.

26. *In the Business Plan, page 5 – 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.*

BASSE has designed our budget to meet the necessary cash reserve to cover possible closure by December 31 of our third year of operation.

27. *Provide one middle level ELA unit of instruction employing the provided templates to the curricular resource. Please ensure there is a culminating summative assignment with a corresponding scoring rubric.*

Please see Attachment F.

28. *Part 7 of section 1.3 requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Please provide details about the Tier 3 screening and intervention support provided for students with weak phonics/word analysis, fluency skills in*

addition to comprehension difficulties. The listed intervention resources do not attend to unfinished learning in the foundational reading skills.

Students in Tier 1 will receive instruction guided by research-based pedagogical techniques and strategies through BASSE's trauma-informed philosophy, Positive Behavioral Interventions and Supports program, access to socially and emotionally supportive curriculum and support (provided by Delaware Guidance Services, Children & Families First, and other service providers), and a Personalized Learning Plan. Based on the data collected by instructional staff, if students are not achieving mastery and success receiving Tier 1 support 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. These interventions could include academic interventions during small-group or independent work time within the classroom, academic interventions on Friday, which is scheduled as a synthesis day for all students, a daily or weekly academic check-in with the students advisor and/or content area teacher(s), or mentoring.

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 support 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. Interventions for reading and comprehension could include individual skill development consisting of word recognition (phonological awareness, decoding, and sight recognition), language comprehension, and text comprehension. While a student is in Tier III they will receive a combination of direct one-to-one instruction and small-group interventions, daily, in addition to their content area classes. This Tier will also include intervention programming like Achieve3000 and Read180. 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 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

29. *In the education plan – section 1.3, number 7, the application requests a synopsis of the plans for additional academic supports for at-risk students specific to reading and mathematics. Additional details specific to the academic elements of MTSS are needed in this response. • [Math] As the school builds its plan for MTSS, leaders are encouraged to refer to and capitalize on the DDOE MTSS resources and professional learning.*

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. The outcome of the use of the MTSS will be the incorporation of programs that specifically address academic areas of concern, such as Achieve3000, Read180, Math180, which are research-based Tier 2 and Tier 3 supports. These research-based interventions have consistently shown growth in student achievement, when used with fidelity. Students identified as needing additional support will go through each tier of the RTI process with data being collected throughout to ensure that all students are growing and meeting academic expectations for their respective grade level.

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BASSE fully intends to use the guidance in the “DE-MTSS Essential Component: Evaluation and Selection of Academic and Nonacademic Resources, Supports, and Interventions” as we select the academic interventions for our students which will be determined by using the data collected, the team-based leadership model, and a comprehensive system of assessment, which is outlined in our description of our tiered system of support above.

30. *If the Eureka/EngageNY materials are used for grades 6-8, what is the specific professional learning plan which will be utilized to support teachers, considering the usability challenges cited in the EdReports report?*

Per the [EdReports](#) summary, Engage NY ELA 3-8 meets expectations for grades 6-8 in the category of usability, with all three grade levels scoring a 33 out of a possible 34 points, with the low end of the meets expectations scale being 31. However, due to the stated need for additional extensions and advanced opportunities for students who read, write, speak, or listen above grade level, the following schedule will be implemented. Along with this professional development schedule, teachers will participate in curriculum training for their particular content in the summer prior to opening. This training will continue for all new teachers after our opening year of 2023.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
New hires	Professional Development	Content curriculum training	Dean of Academic Excellence, Academic Coaches, New Hires
Two weeks before the start of a unit	Content PLC	Prior to the start of each unit, intellectual preparation will be completed to internalize each unit’s main topic and learning focus. During these meetings teachers will participate in preparatory practices such as understanding where the unit is going, understanding possible to probable student misconceptions, and understanding where extension	Dean of Academic Excellence, Academic Coach, All Instructional Staff

		activities need to be implemented.	
One week before the start of a unit	Content PLC	To research and/or create lesson extension activities.	Academic Coach, All Instructional Staff
One week before the start of a unit	Content PLC	To adjust the suggested pacing in order to implement any differentiated lessons or extension activities as needed.	Academic Coach, All Instructional Staff
Weekly	Content PLC	To complete lesson internalization for the coming weeks' lessons. This will be the team coming together with a micro-focus on the next 4-5 lessons to completely understand where the students' learning should be at the end of each lesson and what to do if the students are not mastering that skill.	Dean of Academic Excellence, Academic Coach, All Instructional Staff

31. *Are the previous plans and supplements for the high school mathematics resources and the accompanying professional learning still in place?*

Yes, the previous plans and supplements are still in place for high school mathematics. Please see the high school resources in Attachment H.

32. *How will you use your ELL Plan Committee to support instruction for English learners within the most inclusive environments?*

Regardless of the student, BASSE wants the most-inclusive environment for all. Our Dean of Academic Excellence is currently working to become fluent in Spanish. This will directly affect the learning of our Spanish-speaking ELL students in that they will have access to a trusted member of the school community, during the school day, to assist as needed. We will also be working to hire staff members who are bilingual or multilingual to help close the gap for our ELL students through direct support of the students and through supporting instructional staff members with curriculum and social-emotional support. For all of our ELL students, no matter their first language, having the ELL Plan Committee means that we will have direct access to families of students who can assist throughout the school day, school year, and outside of the classroom.

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The biggest goal of the committee is to ensure that all of our students feel safe and can communicate their needs with our staff during their time with us at BASSE. It is our plan that committee members will volunteer during the school day and during after school activities so that there is always someone in our building to service all of our students in the way that is most comfortable for the student. As is in many schools that service ELL students, not having staff members in the building who can communicate with them comfortably and assess their needs appropriately is a hindrance to those students receiving the best education possible. It is our mission to use the ELL Plan Committee as one of many ways that BASSE will provide the highest quality education possible for all students.

33. *Expeditionary Learning and Paths to College and Career are highly aligned, high quality instructional resources. What teacher supports – training, planning, and coaching – are in place to ensure teachers can implement the curriculum with mastery?*

Please see our teacher support system, below.

Frequency	Meeting Type	Objective (Not Limited to the Below Mentioned Activities)	Who is Involved?
Weekly	PLC (Professional Learning Community)	Behavioral Assessments, Educational-Growth Assessments, Incentives, Adjustments to Behavior Plans	Grade-level Teachers
Weekly	PLC	Planning, Scope and Sequence Alignment, Unit and Lesson Internalization, Lesson Differentiation	Content Teachers, Dean of Academic Excellence, Special Education Coordinator
Daily	Real-Time Coaching in Classrooms	To ensure best practices are in use daily; to ensure students are being pushed to meet rigor; to ensure behavioral expectations are set and being followed	Dean of Academic Excellence, Academic Coach

Monthly	PLC	Data Review	Dean of Academic Excellence, Academic Coaches, All Instructional Staff
End of Reporting Period	PLC and Whole-School	Data review across grade-levels, content areas, general education students, students with special services, whole-school, and teacher-based	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff
Weekly	Individual Teachers and/or Whole-School PD	Teaching of teacher-moves, both educational and behavioral, based upon trends captured through data and real-time coaching	Dean of Academic Excellence, Special Education Coordinator, All Instructional Staff

34. *According to your executive summary, nearly two-thirds of the districts here perform below the state average in measures of College and Career Readiness. What is your plan to accelerate the learning of the incoming students not fully prepared for grade-level work?*

To ensure all students attending BASSE are College and Career Ready, all students will have a Personal Learning Plan (PLP). This plan will serve as the primary resource, in addition to a student's IEP, if necessary, for instructional staff to ensure that all students are meeting and exceeding their goals. For students who come to BASSE below grade level, in conjunction with the PLP, during synthesis days, students will have dedicated one-on-one and small group time with all of their teachers. This time will include instructional support similar to what a student in Tier II RTI would receive. Through MTSS, BASSE will be able to specifically identify the student's struggle areas and, in conjunction with the student, their family, their teachers, the applicable Academic Coach, and the Dean of Academic Excellence, a plan will be put in place for how to best support the student's learning and growth when they are not at BASSE during the school day.

Another important piece to the acceleration of student learning for all students who come to BASSE below grade level is our teacher coaching and professional development. The key to all of our students being successful is the amount of professional development our staff receives, as noted in several of our responses. Our teachers will participate in hundreds of hours of professional learning throughout the school year. In addition to this, our teachers will be coached by the Dean of Academic Excellence and their academic coach, in real-time, with feedback, modeling, and coaching happening in the classroom coupled with weekly practice sessions that could include the dean, academic coach, or grade-level teams. Weekly data meetings across content areas will lead the discussion on how to close the gap for students who are below grade

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level. Through the use of the student's most up-to-date data, the instructional team will be able to make the most comprehensive plan to accelerate their learning.

35. *There is currently a shortage of bus drivers to cover existing routes in districts and charters schools across Delaware. Do you have the commitment from a provider to provide service in 2023? Have you considered securing multiple school bus vendors? If so, a recommendation would be to secure vendors that are based out of the location the route is intended to serve.*

BASSE has reached out to various bus contractors to support our student transportation needs. We have received a letter of commitment from Johnson Transportation and Otsie Transport, see Attachments I and J. Additionally, Layton Bus contractor (Millsboro/Georgetown/Selbyville) has provided us with a verbal commitment and will be drafting a letter of support to submit to CSAC. All companies have offered to assist BASSE in general logistics. We have also engaged five other companies that cover the following areas: Milford/Lincoln, Seaford, Milton, Lewes, Rehoboth, and Laurel.

36. *If the current climate for school bus drivers doesn't improve by September 2023, do you have a backup plan if the commitment from the provider falls through?*

In consultation with the Department of Education, Delaware Charter School Network, other charter schools, and bus contractors, we will use a diverse approach including utilization of varying bus providers. BASSE's unique daily schedule (8:30 AM - 4:30 PM) will allow us to avoid competing with other school districts in the area for bus providers. This allows us to work with multiple vendors in the area and incorporate hub spots. We are also considering other creative solutions, if necessary, such as leasing vans from fleet companies, hiring our own drivers and merging their role within school operations (para, custodial staff), and offering mileage reimbursement to parents by integrating carpooling.

37. *How many students do you foresee not using provided School Transportation?*

Though we cannot accurately predict the number of students who will need school transportation, we do feel confident after our recent conversations with bus contractors, we will be able to provide transportation to all students who may need it based on our diverse transportation plan outlined above.