

The Bryan Allen Stevenson School of Excellence
Section 3 - Education Plan

1.3 Education Plan

14 *Del. C.* §§ 512(4)-(8) and (11)

The educational program should meet the requirements of 14 *Del. C.* §§ 512(4), (5), (6) and (7) and applicable regulations.

Curriculum and Instructional Design [14 *Del. C.* § 512(6)]

1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features.

The Bryan Allen Stevenson School of Excellence (BASSE) is a secondary school centered on a service-learning curriculum.

BASSE students will participate in real-world, hands-on, experiential learning experiences, including but not limited to community service internships, implementation of community projects developed during class time, and service-learning during extended school time. BASSE will have an extended school day with a later start time to model the average workday.

BASSE will begin by using the Middle Years Programme provided by the International Baccalaureate (IB) Programme in grades 6 through 10. As students enter grades 11 and 12, they will have the option to choose between two academic pathways: the IB Diploma Programme and the IB Career-Related Programme. As BASSE's faculty and staff begin to understand what students' career-related interests are, the BASSE team will explore complementing the Career-Related Programme with the Delaware Career and Technical Pathways program.

The International Baccalaureate Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right.

BASSE is committed to implementing the IB model because it aligns with our school model and values service and rigorous instruction. BASSE believes that all students can and should have access to an IB curriculum and that access will prepare all students who walk through BASSE's doors for any form of post-secondary success, both college, and career. In years one through three, BASSE will start the accreditation process with the IB, on a path to become a fully accredited IB school at the end of year three.

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The BASSE curriculum will be interdisciplinary and thematic. The curriculum is designed to help students develop their ability to recognize connections between and across subjects, as is required for success in a post-secondary world.

BASSE will further enrich the experience of students by providing this unique education model in a culturally responsive, culturally relevant, and trauma-informed environment informed by the evidence-based practices of Dr. Bruce Perry, Dr. Howard Stevenson, Dr. Gholdy Muhammad, and other education researchers in the field.

Please see our Statement of Curricular Philosophy [here](#).

2. Provide a synopsis of how the proposed instructional design reflects the needs of the school's target population, and how *all* students will meet or exceed the expectations of the Delaware Content Standards (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages). The Delaware Content Standards are available at: <http://www.doe.k12.de.us/domain/374>
 - a. The description of the instructional design should include, as appropriate, the educational approach (or approaches), including class size and structure, teaching methods with a supporting research base, technology integration for all grades to be served, and how the design relates to the mission of the school.

The Bryan Allen Stevenson School of Excellence (BASSE) intends to have a student-centered approach to learning supported by the inquiry-based International Baccalaureate curriculum and an interdisciplinary, cross-curricular approach delivering content. Our teachers will serve as facilitators who support student-driven learning by providing students with a relevant curriculum related to their interests and scaffolding and differentiation to ensure that all students can meet the expectations of the Delaware Content Standards.

In order to create classrooms that can fulfill the mission of being student-centered, we will aim to provide smaller classrooms (25 students at maximum) with multiple adults to provide students with the support and resources they need. In addition to the traditional classroom teacher, students will have access to paraprofessionals, student teachers through Delaware State University, and residency teachers from the Relay Graduate School of Education. Additionally, students will have access to technology, such as Chromebooks or iPads, to make sure they build the technological competencies necessary for success in the 21st century.

In grades 6 through 10, students will be engaged in learning in 60- to 80-minute rotating learning blocks, in which they will receive content instruction, as well as opportunities to integrate that content with service projects in small groups. As students progress to grades 11 and 12, in-classroom content learning will be complemented by out-of-school learning experiences through the students' completion of service hours with various community partners, as well as their completion of practical service projects that will require them to combine what they've learned inside the classroom with their experiences outside of the classroom.

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Our school also plans to center students' social-emotional learning, as well as their mental health. In partnership with Delaware Guidance, we will provide students with workshops and curriculum to help them cope with the challenges they face as adolescents, as well as help them develop their empathy. The development of their intra- and inter-personal skills will not only support their participation in a service-learning curricular model but will support their success in the ever-changing and diverse world beyond high school.

BASSE's mission is "[t]o create pathways, through proximity, for our students, their families, and our community." (Case For Support). By providing students with both in-school and out-of-school opportunities for service and learning, technological resources, social-emotional development, and professionals who are focused on facilitating positive learning experiences, we plan to fulfill this mission.

- b. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the expected student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the targeted population.

The Bryan Allen Stevenson School of Excellence (BASSE) will focus its curriculum on two research-based pillars: (1) a whole-school IB model and (2) a service-learning graduation component for all students. IB is an internationally recognized and researched curriculum focused on preparing students for a global market. Please review the attached research briefs outlining the impact of a whole-school IB curriculum on post-secondary success:

- [IB Diploma Programme Research Brief](#)
- [IB Career-related Programme](#)
- [IB Diploma Programme](#)
- [IB The Middle Years Programme](#)
- [IB Global Research Snapshot](#)

The BASSE model will also focus on a service-learning requirement for all students.

Service-learning is a research-based practice that many states and schools around the US and world require of their students. Please review the linked [research brief](#) outlining the impact of service-learning on post-secondary success.

3. Provide an overview of the planned curriculum, including, as **Attachment 4**, 1 scope and sequence per content area per grade band (K-2, 3-5, 6-8, 9-12) the school plans to serve. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (**English Language Arts, Mathematics, Next Generation Science Standards, Social Studies, Health, Physical Education, Visual and Performing Arts, and World Languages**). If the proposed school commits to joining the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the proposed school commits to joining the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

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4. Provide, as **Attachment 5**, 1 Mathematics unit with corresponding summative assessment and scoring rubrics, and 1 English Language Arts (ELA) unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware Content Standards. If the proposed school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.
5. Describe how the school will ensure that all students have equitable access to the curriculum.

BASSE is committed to serving a student body that will come to us with a diverse set of experiences and skills. Our students will be provided with several supports to ensure that they have equitable access to the curriculum.

From the start, we plan to take the first weeks of the school year to get to know our students academically and socially. We will give students assessments to help screen for their academic readiness, such as the SRI and SMI. We will also collect data through ACEs screening and our [Wellness Wheel](#), which educators will complete in partnership with Delaware Guidance, to help develop social-emotional plans for all of our students that will also be included in their [Personalized Learning Plans](#) (PLP).

Additionally, teachers will receive training on using the [Equity Framework for Historical and Cultural Literacy](#) in their curriculum development. The Equity Framework for Historical and Cultural Literacy is a practical framework for implementing culturally responsive and relevant classroom practices. Researched and designed by Dr. Gholdy Muhammad, this framework helps teachers encourage literacy at all levels and in all contents by infusing their unit and lesson plans with history. Teachers will seek to develop students in four areas: identity (students' development of their understanding of themselves and others), skills (students' development of content-specific skills and knowledge), intellect (students' development as scholars and their interests in academic pursuits), and criticality (students' development in their ability to engage in conversations about power, equity, and oppression). Dr. Muhammad presented this framework at the 2020 Collaborative for Academic, Social, and Emotional Learning (CASEL) conference. CASEL is a state partner in social-emotional learning.

6. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of **all** students, including those who are gifted and talented.

At the beginning of each school year, students will fill out their [Personalized Learning Plan \(PLP\)](#) with their caregivers, their Advisory Teacher, and their College and Career Readiness Counselor. If a student is identified as a student with a disability or as an English Language Learner, our Special Education Coordinator and ELL Instructor will also participate in the PLP process. The

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PLP will be a breathing and living document that will help guide teachers in getting to know their students and plan for their social-emotional as well as academic needs.

The PLP is the centralized document to which all teachers will have access in order to guide their planning. Additionally, because of our curricular model, teachers will use design thinking models to help plan flexible and adaptable academic learning environments for students that will create a naturally differentiated and individualized learning process for BASSE's students.

A couple of examples of other information that could supplement the PLP are included below:

- BASSE is inspired by Howard Gardner's (1983) concept of multiple intelligences where he posits students learning style is not consolidated into a singular context. He believed the pathway to effective relational skills and teaching practices for all student learners are much more intellectually expansive. Gardner identified several types of intelligences which will be infused into the educational supports for students attending BASSE. These intelligences are linguistic (use of words and vocabulary), logical-mathematical (use of numbers and calculations), spatial (use of visualization), naturalistic (use of nature and animals), intrapersonal (use of individual introspection), interpersonal (use of socializing with others), bodily-kinesthetic (use of hands, mind, and body) and musical (use of sounds and rhythm). Inclusion of these intelligences in their PLPs will be based on the individual strengths and needs of students as appropriate.
 - The Search Institute (2021) identifies 40 developmental assets classified with positive supports and strengths that students need to succeed in school and in life. Half of the assets focus on the relationships and opportunities they need in their families, schools, and communities (external assets). The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people (internal assets). These assets could be included in the PLP and in collaboration with United Way of Delaware and other appropriate organizations, BASSE will utilize developmental assets to highlight student strengths, attributes, and characteristics.
7. Provide a synopsis of plans for additional academic support for at-risk students, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics.

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.

BASSE will infuse trauma informed care as conveyed by the Delaware Department of Education (DDOE) developmental framework. BASSE believes a trauma-informed school requires knowledge and infusion of principles of trauma-informed care with a commitment to

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implement with fidelity. The implementation of a trauma-informed approach will be an ongoing organizational evolutionary process across the entire educational platform. BASSE's trauma-informed approach will not be a school model monitored by a basic checklist. Rather, it will be a profound paradigm shift in knowledge, perspective, attitudes and skills that continues to deepen and unfold over time. The continuum will start with BASSE becoming trauma-aware and moves to trauma-sensitive to trauma responsive to being fully trauma-informed. Trauma-informed philosophy and principles will become embedded in the BASSE's pedagogical practices, written policies, climate and culture.

As indicated in the DDOE developmental framework, BASSE's fundamental purpose of integrating trauma-informed care:

- to create an environment where people are respectful, competent, sensitive and culturally aware;
- to implement evidence-based trauma-informed principles and approaches that address the effects associated with trauma;
- to develop a common language and framework for dialogue and discussion to enhance communication and progress;
- to assess the implementation of basic principles of trauma-informed approaches in various settings;
- to increase the effectiveness of all services and assistance; and
- to ensure that the educational community does no harm.

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 will be a recommendation for more formalized services, such as a recommendation for a special education evaluation.

Dr. Bruce Perry's Neurosequential Education Model will drive the overall philosophical integration of trauma informed care for BASSE. The Neurosequential Model is a developmentally-informed, biologically-respectful approach to caregiving, education and therapeutics. Drawing on core concepts from many disciplines including the neurosciences,

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anthropology, developmental psychology and sociology, the Neurosequential Model is an evidence-based framework useful for student problem solving and educational outcomes evaluation and modification. The Neurosequential Model in Education (NME) brings this neurodevelopmental and trauma informed approach to the classroom. The NME is not a specific “program” or “intervention.” It includes a “capacity-building” process that provides an introduction to important concepts related to how we learn by focusing on how the brain works, develops, changes and is impacted by developmental adversity including trauma. These concepts have broad applicability in education, sport, drama, and music. Further, the NME provides practical examples of application of these key concepts in everyday educational settings.

BASSE will perform specific activities to ensure full integration of trauma informed care including but not limited to social emotional learning, professional development, student training, family and community awareness, self-care for staff, mindfulness, expressive therapies, wraparound services and best practice trauma treatment models as appropriate.

8. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

The Bryan Allen Stevenson School of Excellence will ensure post-secondary 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 that our model and pillars support our mission, which is centered on postsecondary readiness. Ultimately, BASSE’s goal is to ensure that every student who walks through our door is prepared for post-secondary 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 the jobs that are not yet in existence, for we know that our students' innovation will drive the future workforce.

Student Performance Goals [14 Del. C. § 512(4) and (6)]

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Outline the clearly measurable annual performance status and growth goals that the school will set in order to monitor and evaluate its progress accelerating student achievement. Respond to the following with regard to the proposed school's student performance goals and the Delaware School Success Framework (DSSF).

1. Describe the student performance standards for the school as a whole.

Our mission is to create pathways, through proximity, for our students, their families, and our community. To ensure that BASSE is following through on its mission, we have developed performance measures that are in line with those presented within the Delaware School Success Framework (DSSF) and that encompass our core beliefs, curricular tenants, and the key components of our mission to hold ourselves and our students accountable in their pursuit of college and career readiness.

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.

College and Career Readiness

- By the third year of operation, and for each year thereafter, at least 40% of BASSE students will meet or exceed the proficiency standard on the Smarter Balanced assessment
- By the third year of operation, and for each year thereafter, at least 40% of BASSE students will meet or exceed the proficiency standard for 80% of their IB exams

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- At least 85% of BASSE students will graduate from high school within four years
- At least 85% of BASSE students will be accepted into a 2-year or 4-year college

Performance Goal 2: 21st Century Skills

- All BASSE students will demonstrate growth in the three domains of 21st Century Skills (Learning and Innovation, Information, Media, and Technology, and Life and Career) through various forms of assessment including, but not limited to, teacher observations, student portfolios, student reflections on their work, and parent surveys documenting their observations of their children's growth.
- 95% of all third-year BASSE students will demonstrate proficiency across the 21st Century Skill domains through various forms of assessment including, but not limited to, teacher observations, student portfolios, student reflections on their work, and parent surveys documenting their observations of their children's proficiency.

Performance Goal 3: Real-World Working Experiences

- 100% of BASSE graduates will complete at least 100 hours of an internship, a fellowship, part-time employment, community service, or some combination of work experiences listed as a part of their Individualized Service Practicum.

2. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

The primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year will be a combination of teacher-designed common assessments, as well as the assessments provided by the International Baccalaureate Programmes.

The IB assessments will be aligned with the curriculum because they will be provided by our curriculum provider, the International Baccalaureate Organization. There is clear alignment between IB and both the [Delaware Content Standards \(CCSS\)](#) and the [Next Generation Science Standards](#).

In creating additional common assessments, teachers will use the above performance goals, the standards, and our curriculum, along with an Understanding by Design-based approach to developing these assessments to ensure that they are aligned.

3. 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

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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.

BASSE does not plan to adopt or develop additional academic performance goals beyond the State's mandatory assessments in the first three years of operation. 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 (IB), 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 proposed IB timeline [here](#).

4. Explain the school's policies and standards for promoting students' from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.

Students who have successfully met all grade-level performance standards will be moved to the next grade level. The decision to retain a student in his/her current grade level will be at the discretion of the student's academic team. The student's academic team consists of their Advisory teacher, College & Career Readiness counselor, caregiver, and the school leader. Additional team members may be added as necessary, including, but not limited to, their Individualized Education Plan Case Manager or their English Language Learner instructor.

Students and caregivers will participate in student-led conferences once per marking period. These conferences will provide check-in points for students and families on their students' progress on all performance goals. During the second marking period conferences, any students at risk of being retained for the year will be required to have a full academic team conference where a plan will be developed to help the student meet the necessary performance goals to be promoted. The team also has the power to determine if a retention plan needs to be developed instead. Either option will require data to support the team's recommendation and requires the full cooperation of the student and caregiver(s) to go into effect.

Promotion and graduation criteria will be communicated to parents and students during the beginning of the year home visit, as well as in the student and family handbook, and at student-led conferences.

5. Explain the process for ensuring that **all** students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored as required by 14 Del. C. § 5.0.

In the summer prior to the next school year, each student will begin their student success plan, also known as their personalized learning plan, in partnership with their parents and Advisory teacher during the initial home visit. Students will continue to revisit this plan during

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student-led conferences and meetings with their Advisory teacher and College and Career Readiness counselor throughout the school year.

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High School Graduation Requirements (*High Schools Only*) [14 Del. C. §§ 512(4), (5), (6) and (7)]

1. High schools will be expected to meet the Delaware Graduation Requirements, which may be amended from time to time. The requirements can be found at:

<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

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.

[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, 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

3. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathways courses. Requirements include, but are not limited to:
 - a. Programs must follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates;
 - b. Applications must be approved;
 - c. Documented and appropriate labor market opportunities must sufficiently exceed the current training supply;
 - d. Laboratory facilities and equipment must meet all safety requirements pursuant to 14 DE Admin. Code § 885 and reflect current industry standards;
 - e. Curriculum must follow current standards and include a State-approved end-of-pathway assessment;
 - f. Student access to the program must follow the Office of Civil Rights CTE (vocational education) guidelines for admission and recruitment available at:

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<http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>;

- g. Pathways must follow an approved Program of Study;
- h. A Program of Study document must be submitted with the application. The state template is available through this link:
https://education.delaware.gov/educators/academic-support/career_and_technical_education/statemodel_programs_of_study/; and
- i. Programs must include student participation in the related Career and Technical Student Organization.

This website will provide further information on Delaware CTE requirements:

https://education.delaware.gov/educators/academic-support/career_and_technical_education/

BASSE will not offer any CTE courses in the first two years of opening.

- 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).

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 post-secondary 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.

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School Calendar and Schedule [14 Del. C. § 512(6)]

1. Provide, in **Attachment 6**, the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.
2. Provide, in **Attachment 7**, Hourly Attendance Survey (see attached).

Supplemental Programming [14 Del. C. § 512(6)]

1. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

The Bryan Allen Stevenson School of Excellence (BASSE) will offer a wide range of extracurricular and co-curricular activities that allow every student to develop individual interests and abilities. These activities reflect the mission of the school and provide opportunities that support and extend academic learning. An ample variety of interest clubs and athletic teams ensure that all BASSE students have the opportunities to engage in this valuable part of their secondary school experience. All clubs will be advised by a certified teacher and sometimes by an outside coach or director. In all cases, regardless of extra- or co-curricular status, clubs will be connected to academic standards (appropriate to the club), and students will need to be able to demonstrate growth or mastery of skills at the end of their club time.

"Extracurricular activities" shall mean those activities which are sponsored or approved by BASSE but are not explicitly connected to academic learning. Such activities shall ordinarily be:

- Conducted outside the regular school day or during "Club" time; and
- Available to all BASSE students who voluntarily elect to participate.

Extracurricular activities will be determined by the students' interests and the availability of relevant and qualified club advisors. Extracurricular activities will be determined the summer prior to each school year, at least two weeks prior to the first day of school. These activities could include Chess Club, a Black Student Organization, or Soccer.

"Co-curricular activities" refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school – i.e., skills that are related to or follow the academic curriculum. Such activities shall ordinarily be:

- Conducted outside the regular school day or during "Club" time; and
- Available to all BASSE students who voluntarily elect to participate.

Major categories of Co-Curricular Activities:

- Performing Arts
- Academic Teams and Clubs
- Visual Arts

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- Academic Societies and Competitions, such as National Honor Society, Mock Trial, National Ocean Sciences Bowl, Neuroscience for Kids Competitions, etc.
- Foreign Languages Organizations, such as American Sign Language Club, Spanish Honor Society, Student Diplomacy Corps, etc.
- Writing and Media

Though each student will be able to self-select their club, students must have a club in which they can participate and learn during club time.

Additionally, BASSE will offer a series of programming geared towards connecting our school with the broader community. The Proximate Academy series would allow for various interested facilitators such as BASSE faculty and staff, students, parents, community members, and community partners, to educate on topics that align to our mission and the development of our students as community leaders. This series may occur during the flexible “Club” block or during the evenings and has a wide range of audiences, that always include students, depending on the topic. Potential Proximate Academy options are as follows:

- Self-Care
- Service-Learning
- Family Advisory
- Diversity, Equity, and Inclusion
- Social Justice
- Racial Literacy
- Musical Intelligences
- Community Resilience
- Trauma Informed Care

Potential Funding Sources

Activity Boosters Club: Parents of students involved in extracurricular and co-curricular activities may work together to help plan and organize banquets, provide awards and honors to students, and donate their funds to purchase equipment or supplies beyond the school budget. Revenue may also be generated through various fundraising events.

McCarthy Dressman Education Foundation: Up to \$10,000 per year for a maximum of three years for "in-class and extracurricular programs that improve student learning" and programs "that foster understanding, deepen students' knowledge, and provide opportunities to expand awareness of the world around them.

The Delaware Division of the Arts: Offers various grants for Delaware Pre-K through 12 public, charter, private, and parochial schools that offer arts activities and programming.

2. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

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The school programs or strategies to address student mental, emotional, and social development and health will be to use specific research-based instructional programs, such as the guidelines from the DDOE to develop policies and procedures for handling aspects of mental health for students. The school will have its own school wellness program for those students needing mental health counselors, therapists, and social workers. The school will use a climate survey tool to include students, staff, parents, and the community to annually establish the services needed.

A few of the programs and strategies are outlined below:

- In direct alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2021), BASSE believes all students and adults as self-aware, caring, responsible, engaged and lifelong learners who work together to achieve their goals and create a more inclusive, just world. Social emotional learning (SEL) will guide BASSE's process where all students will acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and makes responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower students and adults to co-create thriving schools and contribute to safe, healthy, and just communities.
- As indicated by Edutopia (Woerkom, 2018), BASSE considers restorative healing circles as an effective way of building a community where students feel connected and develop collaborate ownership and accountability of the classroom. This kind of connectedness creates an environment where authentic engagement and meaningful learning can happen. Students may bring their cultural values into the circle creating a mutual dynamic in the classroom. Circle typically start with an opening practice with mindfulness to create an intentional and balanced space. The opening is followed by a "check in" with each of the members of the circle. When first establishing the circle, the group may co-create shared guidelines and discuss personal and shared values. This process provides the foundation for a rich and meaningful dialogue followed by a check out and closing. If the circle is a response to harm or conflict, a discussion of what happened, and the impact of the situation will be conducted. Ultimately, a dialogue of how to resolve the conflict or how to make the situation right (or as right as possible) is a gift to all involved. Simply by sitting in a restorative circle in the classroom, students learn valuable social and emotional skills such as patience, empathy, active-listening and impulse control which are all aligned with major tenets of social emotional learning. Restorative healing circles will be implemented in our Advisory block as well as in classrooms and flex blocks as needed.

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- Empirical evidence conveyed by mindfulschools.org (2021) states mindfulness practice can help decrease stress and anxiety, and strengthen resilience and emotional regulation, for both educators and students. The underlying factors of stress, and toxic stress, are found deep in the nervous system, students and staff need tools that go beyond the philosophical mind to that specific conceptual system. To transform typical responses and build internal resilience, BASSE will develop space to regularly practice skills when students and educators are not in reactive mode. BASSE will encourage different aspects of mindfulness practices in the classrooms and daily functioning. BASSE believes the positive consequences of mindfulness can take students and educators beyond the space of managing symptoms to a place where they are developing underlying human resilience that support their overall healthy development and functioning. Research indicates mindfulness practice can enhance attention, increase social interactions, and strengthen compassion. BASSE's goal is to provide emotionally supportive learning environments that can provide students and educators ways to soothe their nervous systems, focus their attention, manage their emotions, and inspire open and curious minds. In these mindful educational environments, a new generation of students will be nurtured and equipped to lead a thriving world.
- Expressive therapeutic strategies such as art, dance, music, and yoga will also be offered for students based on need and desires as appropriate. These expressive opportunities in schools can effectively respond to the diverse and ever-changing needs of students. Students benefit from expressive interventions by restoring healthy functioning and provide emotional coping and cognitive development. Expressive resources offer a best practice opportunity to address challenges associated with behavioral dysregulation and internalized stress. The symbolic process allows students a vehicle to express feelings and a way to resolve psychological conflicts, traumatic experiences that are often too emotionally loaded for verbal communication. When internal deficits are explored, there are typical deeper issues being observed in the school environment. Students are often left with silently struggling with trauma, anxiety, depression, social difficulties associated with low esteem and educational challenges. Expressive therapeutic strategies help students organize the chaotic unresolved underlying realities.

Additionally, teachers will use BASSE's Multi-Tiered System of Supports to monitor all of our students' social-emotional development. Following the steps of this process, they will develop individual behavior intervention plans for students who may need them. Additional strategies to help our students build their advocacy around their social-emotional development and support a positive school culture include providing explicit definitions of offensive language, establishing links to self-esteem and language, teaching about emotion regulation, teaching alternative ways to express anger, sharing feelings with others through restorative practices and circles, role-playing strong emotions, providing actionable feedback, using journaling for self-expression, redirecting attention and creating incentives through and with Positive Behavioral Interventions and Support. BASSE will partner with local mental health organizations such as Delaware Guidance Services, Children & Families First, First State Community Action Agency, and Milestones Consultants to provide students and families with mental health

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services, trauma treatment and wraparound services based on their needs as identified through the MTSS process.

3. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

In year 4, BASSE will offer Driver's Education to eligible grade 10 students, dependent on their birthday, during student synthesis days or club time. In each subsequent year, 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. Please see our intent to partner with Sussex Academy [here](#).

4. *For schools offering summer school.* Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded. Describe the program(s) to be offered. Identify how many students are expected to attend summer school and how will they be selected for participation. Identify how many hours and weeks of summer school will you provide, and how will it be funded. Explain how the school will provide Extended School Year services (ESY) for eligible students with disabilities.

Youth Leadership Lab: BASSE will host a summer youth leadership development camp in partnership with other community organizations. Students from across Sussex County (not just BASSE students) will have an opportunity to participate in a program where they develop their capacity as leaders and design innovative solutions for problems they identify. This program is intended to run annually during the summer for both BASSE students and students throughout the county. Future funding for this program will be sourced through a strategic partnership with SummerCollab, a line item in the annual BASSE budget, and grants from local funders in Delaware.

Summer Intensive: All BASSE students will participate in a summer intensive program prior to their junior year, during which they will be connected with community partners to work in their fields of choice. Students will spend the summer immersed in real-world, hands-on learning experiences that bring them proximate to each field's challenges and opportunities. This is an academic course for rising-juniors at BASSE, and as such, it will be supported by a line item in the annual BASSE budget.

Students who require ESY services, as determined by their IEP, will be provided those services. BASSE will work with the family to ensure the child has access to an appropriate educational setting and program during the summer months. Depending on the student's needs, the necessary programming may or may not take place at BASSE.

At this time, outside of the programs listed above, BASSE does not intend to provide summer school.

Special Populations and At-Risk Students [14 Del. C. § 512(4)-(7)]

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1. At-Risk Students

- a. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

An at-risk, rather, an at-promise student is one who requires temporary or ongoing intervention to succeed academically and who is less likely to transition successfully into adulthood and achieve economic self-sufficiency. BASSE will be recruiting students from the whole of Sussex County and will likely engage students who respond to the school's unique components, including the curricular focus on interdisciplinary, community, and service-based learning, and the school climate focus on diversity, equity, and inclusion. While not exclusively recruiting at-promise students, to the extent that students from lower economic communities and/or global-majority communities in the county choose to attend BASSE, there will likely be a disproportionate number of at-promise students (Glenn, T., 2000, Trend in Demography of Childhood Poverty and Disability).

- b. Describe how the school will implement Response to Intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin. Code § 925.12.0.

Response to Intervention procedures (RTI) involves a progressively intensive three-tiered approach to intervention following the initial implementation and assessment of a learning accommodation. Using a dynamic data set including but not limited to: the students' DeSSA, school attendance and suspension records, grades, teacher evaluation, and input from any applicable student support team, minimally, a quarterly assessment of student improvement in response to learning accommodations will be made to determine appropriate RTI procedures. BASSE's classroom teachers are the point people for providing/coordinating implementation and monitoring of RTI procedures. The Student Support Team (persons directly involved in the student's education process, including parents, students, representatives from external support services, and representatives from the IEP team, if appropriate) completes regular assessments and makes recommendations for RTI procedures.

To enhance the RTI process, BASSE will also implement Multi-Tiered Systems of Support (MTSS) to reach students outside of academic concerns alone. By embedding the RTI process in the MTSS process, all students, not just those deemed "at-promise," 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 being met, especially those at-promise.

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.

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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 need areas. Additionally, to support students with social and emotional learning needs in those tiers, we will implement the social emotional learning strategies named in question 2 of the supplemental programming section of 1.3 in addition to other evidence-based strategies appropriate to support student needs.

- c. Describe how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin. Code § 923.11.9.

BASSE will use the Student Support Team as the core resource to ensure all students' behavioral and academic success. The Student Support Team will follow a five-step process which includes:

Step 1 – Problem Identification: Problem behaviors, whether academic or behavioral, will be fully defined in observable and measurable terms to include baseline data. A functional behavior analysis or academic analysis may be required to define the difficulties fully.

Step 2 – Establish Goals of Intervention: Academic and/or behavioral goals (expectations) will be fully defined in observable and measurable terms.

Step 3 – Develop Intervention: Academic and/or behavioral difficulties are targeted using research-based interventions and strategies. Procedures are clearly defined, and roles are established (i.e., data collection, handling materials, etc.).

Step 4 – Implement intervention: Intervention is implemented as planned, and adherence to plan is monitored.

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Step 5 – Monitor Progress: Data is analyzed periodically. Progress toward the desired goal is documented. Revisions and modifications to the plan are made as needed.

2. Students with Disabilities

Charter schools are responsible for hiring licensed, certified, and highly qualified special educators as required by 14 *Del. C. Ch. 1* and 14 DE Admin. Code § 900. School personnel must participate in the IEP Process including identifying students who may be eligible for special education services, evaluating students for special education services, developing an Individualized Education Program (IEP), and providing special education supports, services, accommodation, and modifications. Schools must comply with all applicable laws as outlined in the Compliance Certification Statement.

A. Identification

- a. Describe how the school will ensure compliance with Child Find responsibilities. Explain how the school will identify students in need of special education services and the steps required to determine eligibility for special education services and avoid misidentification.

BASSE will be open to students throughout Sussex County and will work in collaboration with the LEAs in the county, generally, to identify students in need of special education services. Once a student is enrolled in BASSE, if they have previously been associated with an LEA in the county, BASSE will seek parental consent to consult with that LEA to secure information related to the students' learning needs. This information will be part of the overall assessment used to determine if the student requires special education services.

While an IEP is required for students with disabilities, at BASSE, all students will have a Personalized Learning Plan (PLP) to assess students' overall progress in school routinely. Data will be collected, maintained, and monitored from multiple sources, including but not limited to: physical and functional data, such as health, hearing, orthopedic, and vision screenings; cognitive and emotional data, such as academic and behavioral school records; and observational reports about the student from parents, teachers, and other appropriate teams of professionals interacting with the student including but not limited to the IEP Team. At least one of the teachers providing an observational report shall have appropriate certification, licensure or registration, and state approval to determine if a child has a disability.

All students will be routinely monitored in terms of progress toward end of year goals and meeting grade-level expectations. When it is determined that a student requires learning interventions beyond the general education process, the interventions will be monitored using the MTSS process before determining that the child should be referred for special education services.

BASSE has a system for identifying and evaluating students who may need special education and related services. Through the Child Find efforts, information is available in the school to share with parents/guardians/parent surrogates, teachers, and outside agencies about how to make a referral if a disability is suspected. The school also has an identified contact person that handles questions and referrals at the school.

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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 for 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.

The IEP team members will review:

- Existing assessment data
- Information from the parent/guardian/parent surrogate
- Response to instructions interventions and strategies
- Current classroom-based assessments
- Observations by teachers
- Relevant health/medical information
- Other relevant data

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;
- The student's educational 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, regardless of whether the need is linked to the student's disability.

A single procedure or assessment may not be used as the sole criterion for determining if a student is a student with a disability and an appropriate educational program for a student. An educational assessment and at least one other assessment will be completed by personnel from different disciplines. Data will be obtained in all areas identified for assessment by the team. The team will then determine an appropriate education program after consideration of all assessment data.

When the IEP team convenes for an evaluation meeting, reports will be available for all assessment procedures administered to a student in each area of suspected disability. Each assessment report must be written, dated, and signed by the examiner who conducted the assessment. One of the required components of each assessment report is a description of the student's performance in each area of suspected disability. Also included in the report is relevant information, instructional implications of the student's participation in the general

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education curriculum, and a description of the extent to which assessment procedures were not conducted under standard conditions. Assessment reports and a copy of the “Delaware Procedural Safeguards: Parent and Child Rights in Special Education” will be sent to the parent/guardian/parent surrogate at least five days before the Assessment Review meeting.

If the IEP team decides that sufficient information has been collected and that no additional assessments are needed, then the student’s parent/guardian/parent surrogate will receive written notice of the IEP team’s decision not to conduct an evaluation. If the parent/guardian/parent surrogate disagrees, they will be informed of their right to appeal the decision.

- b. Describe the multi-tiers of evidenced-based academic and behavioral interventions and supports that will be provided prior to identification.

As stated earlier, BASSE embraces a multi-tiered system of academic and behavioral supports (MTSS) for students. This system includes universal screening, data-based decision making, performance feedback, and progress monitoring.

Tier 1 supports, for both academics and behavior, are the foundation for the school’s framework. This tier includes the core instruction and basic interventions provided to all students; all students are receiving core classroom instruction: services delivered in a general education setting by a general education teacher. Tier 1 includes 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) each student’s BASSE Personalized Learning Plan. The majority of students should be able to access success by participating in Tier 1.

Tier 2 is considered heightened support and provides increased services and remediation for both academics and behavior as needed. This is accomplished by using small groups or tutoring support for those students not demonstrating success either academically or behaviorally in Tier 1. Intensive progress monitoring is utilized to inform the effectiveness of supports to provide rapid response and intentional instructional decisions. Tier 2 supports are in addition to regularly scheduled core instruction. Students receive interventions, delivered primarily in a general education setting by general education teachers, administered in small groups at a minimum of 90 minutes a week in no less than two sessions per week, for a period of six weeks during which progress is monitored weekly. If at the end of the first six week period the student has still not made the required progress, the student’s academic team (Advisory teacher, College and Career Readiness counselor, caregiver, and the Dean of Academic Excellence) will evaluate the administration of the interventions to determine if the student should proceed to Tier 3 or continue for an additional six weeks in Tier 2.

Tier 3 is considered intensive support and provides individualized or targeted services to students who have not met success in Tier 2. Again, intensive progress monitoring is the method for evaluating student progress. In Tier 3, in addition to regularly scheduled core instruction, students receive individualized interventions by staff with training appropriate to

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the interventions, in smaller groups than in Tier 2, for 150 minutes per week, in no less than four separate sessions per week for a period of six weeks during which progress is monitored weekly. If insufficient progress has been made at the end of six weeks, the student is referred for a special education program. Additionally, if measurable progress has been made but not enough progress to meet learning goals, another six week round of interventions can be initiated, at the end of which a determination will be made about referring the student for a special education program.

- c. Describe the IEP team who will be determining eligibility including required roles.

IEP team members include, at a minimum, the following:

- The student,
- The parent/guardian/parent surrogate of the student,
- The student's Advisory teacher,
- A current general education teacher,
- A special education teacher,
- A representative of BASSE who is qualified to provide or supervise the provision of services for the student, knowledgeable about those services, knowledgeable of the general education curriculum, and can commit agency resources to support the student, and
- An individual who can interpret the implications of evaluation results.

Additionally, the team may include other individuals, at the discretion of the parent/guardian/parent surrogate or the IEP team, who have knowledge or special expertise regarding the student, including:

- The student's College and Career Counselor
- Related service personnel
- A trusted community partner, such as a Delaware Guidance counselor

When the purpose of the IEP team meeting is to consider transition services, the IEP team will invite a representative of an appropriate transition services provider. If the student does not attend the meeting, the school will take other steps to ensure that the student's preferences and interests are considered.

B. Program Plan

- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the Individuals with Disabilities Education Act (IDEA). Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs.

BASSE will include the seven-step process: pre-referral, referral, identification, eligibility, development, implementation, evaluation, and review. The specific action plan will include lesson plans, applied behavior analysis, behavior management, social skills, inclusion, and an

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individual education plan. The student will receive feedback, continuous progress monitoring, clarity of objectives, and rephrasing the lesson and relevant instructions within the action plan. This process will be aligned with the RTI & MTSS model for Tier 1 instructional and behavioral supports and Tier 2 interventions in the appropriate areas of need.

- b. Describe how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin. Code § 925.27.0.

Students, especially those with disabilities, will have access to the curriculum, in the Least Restrictive Environment, through the following:

- Individualized Education Plan: the IEP will ensure that students are taught in an inclusive environment, being able to access all of the content being taught, with the appropriate modifications and/or accommodations. Teachers will be aware of the IEP, in detail, through training that will occur during professional development prior to the school year as well as during the school year. Follow-up training will also occur during one-on-one coaching sessions with the Dean of Academic Excellence, through grade level common planning with the Content Leaders, and through planning with the Special Education Teachers and Special Education Coordinator.
- Dual-certified teachers: The ability to hire teachers who are both certified in their content area as well as Special Education will help BASSE ensure that all students are learning in their LRE, regardless of their IEP or if they have a disability. The awareness and knowledge that certified Special Educators bring to a building and specifically to their content assists daily to confirm that material is being taught in a way that is accessible for all students.
- Personalized Learning Plans: these plans will ensure that all students, regardless of if they have an IEP or not, will also have access to the content in an environment that directly correlates to their learning style as well as their academic strengths and areas of growth. The PLP will ensure that all staff who work for BASSE will know and understand how each of our students learn, as individuals, which will ensure a higher rate of success for our students as they move through each grade level.
- Social Emotional Learning: BASSE plans to employ Social Emotional Learning Curriculum throughout all grade-levels. This will happen by way of the curriculum we use, through service-learning projects, school assemblies, our student support team, as well as the Dean of Community Partnerships who will ensure that those organizations partnered with our school will engage in conversations with our students that lend to social emotional learning.

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,

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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.

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.

- c. Describe how the school will ensure that students with disabilities have access and make meaningful progress in the general education curriculum and Common Core State Standards.

The school will ensure that students with disabilities are making meaningful progress by ensuring that all the students have access to rigorous academic content standards, as well as services designed to meet the students' needs through their IEP goals and objectives.

If the IEP team determines that a student with a disability needs a particular device or service, including intervention, accommodations, or other program modifications, to receive a free and public education (FAPE), it will be provided to the student by BASSE.

- d. Describe how the school will provide multi-tiers of academic and behavioral supports for students with disabilities.

The school will use RTI, MTSS, and Data-Based Individualized Intensive Interventions. This process will validate approaches for identifying and supporting students with persistent learning and behavior problems. The models will help teams in assessing the need for specialized instruction.

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Students with disabilities will receive special education and related services per their IEP, but this will not prevent them from benefiting from the school's RTI and MTSS support.

- e. Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin. Code § 900.925.22.

The Bryan Allen Stevenson School of Excellence shall take steps to ensure that the parent/guardian/parent surrogate of the student with a disability is present or is afforded an opportunity to attend and participate in the IEP team's meetings. The school will schedule IEP team meetings, and to the extent possible, to accommodate the parent's schedule. The parent/guardian/parent surrogate of a student with a disability will be provided with written notice in advance of the meeting.

Reasonable notice will be at least ten days in advance of the meeting unless an expedited meeting is being conducted to address disciplinary issues or there is the need to meet other urgent needs of the student to ensure the provision of FAPE.

Efforts to obtain the participation of the parent/guardian/parent surrogate include scheduling the IEP meeting at a mutually agreed on time and place and indicating, as part of the written notice:

- The purpose, time, date, and location of the meeting,
- Who will be in attendance, and
- That the parent/guardian/parent surrogates may invite other individuals to attend and participate as a member of an IEP team

For a student with a disability who is fourteen-years-old, the written notice shall indicate that the purpose of the meeting will be the consideration of post-secondary goals and transition services for the student.

If neither parent/guardian/parent surrogate can attend, the school will use other methods to ensure that the parent/guardian/parent surrogate participation, including individual or conference telephone calls. If needed, the school will take whatever action is necessary to ensure that the parent/guardian/parent surrogate understands the proceedings at the meeting, including arranging for an interpreter for a parent/guardian/parent surrogate with deafness or whose native language is other than English. If meetings cannot be held in person, parents will be invited to participate using technology, such as Zoom, to join the meeting from their phones or other electronic devices to ensure participation. Additionally, in an attempt to involve parents more extensively in their children's education, IEP team members will be in regular communication with parents, providing information about their child's progress, and soliciting feedback from the parents about their child's progress outside of the regularly scheduled IEP meetings.

- f. Describe how the school will ensure that IEP accommodations are provided for students with disabilities on the Delaware System of Student Assessment (DeSSA) and on the Alternate Assessment.

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For students with disabilities who have been formally identified as needing special education services, BASSE will complete the appropriate DeSSA Accessibility Form, which should reflect supports and accommodations for instruction and classroom assessments already articulated in the students' IEP.

Additionally, the IEP team will evaluate the student to ensure they meet the DeSSA-Alt Participation Guidelines criteria. DeSSA-Alt accommodations fall into three categories, including:

- 1) Supports provided in KITE client via Access Profile;
- 2) Supports requiring additional tools or materials;
- 3) Supports provided outside the system

Teachers will attend professional development on how to administer the Alternate Assessment to students with disabilities. The accommodations listed in the student's IEP must be provided to assist the student. The assessments that the student will take will be outlined in the IEP.

- g. Describe how the school will ensure that IEP services, supports, and accommodations are implemented by all staff working with students with disabilities

The special education, general education teachers, the case manager, and administrator under ESSA and IDEA are responsible for following the student's IEP goals and objectives. The student's Case Manager and Advisory teacher will be in constant contact to ensure the student receives continuity of services. The BASSE team will also conduct an annual audit of the IEP files.

- h. For students with disabilities who are age 14 or older, or who are entering the eighth or a higher grade, explain how the school will address transition planning/provision of transition services.

The Bryan Allen Stevenson School of Excellence will formally begin the transition process for students who have IEPs during the school year in which the student is fourteen. A meeting will be held with the student, their Case Manager, and their Advisory teacher will discuss what the student is interested in for the future. This information will be shared at the transition meeting, and a plan will be developed to help the student become an independent young adult. The transition plan is developed in conjunction with the IEP, the student's PLP and is reviewed annually. The IEP team will include a statement of needed transition services in the IEP along with appropriate measurable postsecondary goals based upon a variety of formal and informal age-appropriate transition assessments related to training, education, and employment. Transition services activities will be developed that address each student's needs based upon their postsecondary goals.

C. Monitoring and Accountability

- a. Describe how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student's goals set forth in the IEP

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and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery

The school will regularly monitor and evaluate student progress by using curriculum-based tests and state assessments. Clear communication will be provided regarding each student's progress to goal through rubrics and standard mastery assessments. The teachers will also develop meaningful experiences for students to demonstrate their understanding through practical application and practice. Students will regularly reflect on their work and projects.

- b. Describe how the school will ensure that required participants, including parents, will attend IEP meetings.

The Bryan Allen Stevenson School of Excellence shall take steps to ensure that the parent/guardian/parent surrogate of the student with a disability is present or is afforded an opportunity to attend and participate in the IEP team's meetings. The school will schedule IEP team meetings, and to the extent possible, to accommodate the parent's schedule. The parent/guardian/parent surrogate of a student with a disability will be provided with written notice in advance of the meeting.

Reasonable notice will be at least ten days in advance of the meeting unless an expedited meeting is being conducted to address disciplinary issues or there is the need to meet other urgent needs of the student to ensure the provision of FAPE.

Efforts to obtain the participation of the parent/guardian/parent surrogate include scheduling the IEP meeting at a mutually agreed on time and place and indicating, as part of the written notice, the purpose, time, date and location of the meeting, who will be in attendance, and that the parent/guardian/parent surrogates may invite other individuals to attend and participate as a member of an IEP team.

For a student with a disability who is fourteen-years-old, the written notice shall also indicate that one purpose of the meeting will be the consideration of post-secondary goals and transition services for the student.

If neither parent/guardian/parent surrogate can attend, the school will use other methods to ensure that the parent/guardian/parent surrogate participation, including individual or conference telephone calls. If needed, the school will take whatever action is necessary to ensure that the parent/guardian/parent surrogate understands the proceedings at the meeting, including arranging for an interpreter for a parent/guardian/parent surrogate with deafness or whose native language is other than English. If meetings cannot be held in person, parents will be invited to participate using technology, such as Zoom, to join the meeting from their phones or other electronic devices to ensure participation. Additionally, in an attempt to involve parents more extensively in their children's education, IEP team members will be in regular communication with parents, providing information about their child's progress, and soliciting feedback from the parents about their child's progress outside of the regularly scheduled IEP meetings.

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All teachers who are required to attend the IEP team meeting will receive a substitute for the time of the meeting. If necessary, outside staff, such as school psychologists or other professionals, will be informed in a timely manner so that they can also attend the meetings.

- c. Describe the strategies that will be used when parents do not respond to school staff attempting to schedule IEP meetings, or when parents cannot or do not attend IEP meetings

As stated above, BASSE will make every appropriate accommodation to ensure that a parent will attend their student's IEP meeting, including, but not limited to, holding a teleconference or Zoom meeting or rescheduling the meeting for a time more appropriate for the parent. The student's Case Manager, Advisory teacher, the Special Education Coordinator and the Dean of Academic Excellence will attempt to contact the parent. If the parent cannot attend the meeting even after the school has attempted to accommodate them, and they give the school permission, BASSE will hold the meeting without the parent.

If the parent cannot be reached, BASSE will conduct a home visit, if possible. The goal will be to have a conversation with the parent to ensure that they see themselves as a valued member of their student's school team. If necessary, BASSE will bring an interpreter to help support the communication process.

- d. Describe how the school will ensure participation of general education in the IEP meeting. For students who turn 14 or enter the 8th grade during the IEP year and who are participating in a career and technical education program, describe how the school will ensure that a CTE teacher/career technical teacher coordinator attends the IEP meeting.

The school will send out a prior written notice to the general education teachers necessary to attend the IEP meeting. BASSE will provide those teachers with a substitute to cover their classes for the duration of the meeting.

- e. Describe the school's system of accountability to ensure compliance with IDEA, provision of special education services and procedural safeguards, along with a process to monitor student records and staff practices for regulatory compliance across the school.

The most senior special educator, or other appropriate staff, will attend and conduct professional development on record keeping and compliance, goal setting, statements of service, supplemental aids and modifications, benchmarks data, and annual goals for all educators in the building. Though the special education tasks will be designated to those employees with that expertise, every teacher is responsible for providing high quality and compliant services to our students with disabilities. Time will be scheduled in the workday for case managers to work on and complete student paperwork. All drafts will be reviewed by an additional teacher on the student's academic team before the information goes out to parents. Case managers will create forms to help teachers in filling out required documents consistently and with quality data. All files will be audited by a case manager and the Dean of Academic Excellence to ensure quality and compliance with IDEA.

D. Staffing and Professional Development

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- a. Describe how the school will employ qualified special education staff, including, but not limited to, certified and highly-qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and School Psychologist). Include a list of the staff positions and a description of the duties for each position.

At least one of the teachers on each grade-level teaching team will be a certified and highly qualified special education teacher. If there is only one certified special education teacher, they will serve as the case manager for that grade-level. They will complete data collection with the assistance of the student's Advisory teacher and other staff members who work closely with the student. They will write the student's IEP and monitor their progress to goal(s). They will also participate in the annual audit of the IEP-related student records alongside the Special Education Coordinator. If there is more than one qualified teacher, the teachers will split case management duties for the grade-level.

BASSE will hire a Special Education Coordinator to monitor and support the provision of special education services. This Coordinator will be a highly qualified teacher and educational professional who has extensive experience in providing special education services and IDEA.

Additionally, if deemed necessary by the student body population, BASSE will contract and partner with other school districts to provide related services to any students eligible for them.

- The school will hire these staff members in the same process as other staff hires (a committee including board members, the school leader, a student representative, etc.)
 - Use guidelines and recommendations from local community advocacy groups
 - Complete the hiring with relevant community partners (for instance Delaware Guidance Services)
- b. Describe how the school will ensure that all staff (including but not limited to administrators, special education teachers, regular education teachers, guidance counselors, and support staff) are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

All faculty and staff will receive annual professional development, at a minimum, to ensure their understanding of IDEA and that all students are treated equitably in all the steps of the IEP process. Additionally, the Staff Handbook will detail and clearly communicate the procedures regarding the delivery of special education and related services at BASSE.

3. English Language Learners

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by 14 DE Admin. Code 920. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners. Paraprofessionals and tutors may serve English language learners only under the supervision of a certified ESL or bilingual teacher. In addition, ESL/bilingual school personnel must participate in the IEP

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Process of students who are dually identified for both Special Education and English language learners (SWD/ELL).

- a. Explain how the school will identify English language learner students in need of English language services, including the steps required to screen and assess the English language proficiency level and the timeline for completion.

At the point of enrollment, and no later than 25 days after enrollment, students and their families will be assessed for EL skills through the completion of the district/charter Home Language Survey, the administration of the ACCESS diagnostic screener for ELLs assessment in speaking, listening, reading and writing. As required by the Department of Education, the school will establish an ELL Plan Committee, which will monitor all ELLs based on each student's initial assessment and subsequent, regular classroom observations, classwork, and the results of an annual assessment of English proficiency. This committee will be made of the Dean of Academic Excellence, an ESOL certified teacher, a general education teacher, and a special education teacher. With this data for each student, the ELL Plan Committee will determine the accommodation(s) each ELL needs for daily instruction and testing situations during the school year. Determinations of the ELL Plan Committee for accommodation(s) will be offered regularly and will NOT be provided only for testing. Initial and ongoing ELL Accommodations Documentation (DeSSA) will be signed by school personnel and provided to the parent for approval along with the parent's approval of any plans developed for their student by the ELL Plan Committee. The Home Language Survey results and ELL Accommodations Documentation will be maintained for each school year in BASSE's student records.

- b. Explain how the school will schedule the contact hours for instruction based upon the English language learner's proficiency level.

Based on the ELL's proficiency level (1-6) as determined by screening processes, contact hours for supported instruction will be scheduled to support learning in all subject matter areas. Supported instruction will occur concurrently with regular instruction and be provided by certified EL teachers who collaborate with content teachers to ensure full access to content using either co-teaching or a consultative model. The number of contact hours for instruction will be regularly assessed and adjusted based on students developing English language proficiency.

- c. Describe the program model(s) the school will use to deliver the English language services to students.

Overall, the school will follow the principles of the English for Speakers of Other Languages (ESOL) program. Students will receive language support from a certified EL teacher. ESOL curriculum materials will be developed to complement the Delaware Common Core state standards. Additionally, following the screening and assessment process, a Delaware English Learner Program will be chosen by the school for each student receiving English Learner Language Services (for example, Dual Language Immersion, ESL Program, Blended Language Immersion, Newcomer Program in either full service, push-in, or pull-out formats).

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Determinations will be made for appropriate contact hours, ranging from one to three hours daily based on the student's language proficiency.

- d. Describe the minimum English proficiency level scores required for enrollment into the ESL/bilingual program and the minimum exit level criteria to transition out of the program.

The school will follow the Delaware Department of Education standards, which identify any student, having been assessed in all four language domains, who has a composite proficiency level below 5.0, as an ELL for whom an appropriate EL program will be provided. Any student who reaches the minimal exit level criteria to transition out of the program (a composite proficiency of 5.0 or greater on the ACCESS tool) will leave the EL program and be monitored for two academic years.

- e. Describe the school's plan for addressing parent involvement for English language learners, including immigrant students.

The school will address parent involvement for ELLs by building a relational trust system for networking with families. The school will create a welcoming, supportive learning environment for students and their families, and communicate with families using multilingual and multimodal resources. The model will include welcoming parents into the building and classrooms throughout the school year and working with families to access needed community-based resources to support student and family success. EL and general education teachers will be in regular communication with ELL families using whatever the family identifies as the most useful method, including but not limited to email, written notes, text, or phone calls to keep parents apprised of student success. As needed, translators will be available for conferences and school events (Educational Leadership, 2009, p. 34).

- f. Describe how the school will ensure that English language learner students receive instruction and support to access and make meaningful progress in the general education curriculum and Common Core State Standards.

In addition to following the State of Delaware Guidelines and Recommendations for ELLs, the school EL instructors make accommodations and modifications for students that will include supporting students in first-language reading to build solid foundations in reading skills, employing numerous visual aids, teaching essential words directly by engaging students in peer-support learning, engaging students in inquiry-based learning and by using combinations of all the techniques. Additionally, EL and content instructors will regularly consult each other on ELL progress and opportunities to reinforce EL skills and explore ways to overcome obstacles. ELL students will demonstrate success in meeting the general education curriculum and Common Core State Standards.

- g. Describe how the school will ensure that all English language learners, including those dually identified as students with disabilities who are also English language learners, will be assessed annually for English language proficiency.

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All children at the school will have completed the Home Language Survey and the ACCESS diagnostic screener, and any students with identified disabilities will have a current IEP in addition to their PLP. To assess ELLs dually identified as students with disabilities, EL and special education teachers will work collaboratively with parents and a speech/language pathologist, when possible, to ensure that Delaware's English Learner Service Discussion for English Learners with Disabilities form is completed annually. Additionally, there will be a review of how the language instruction program meets the objectives of the IEP. Furthermore, specific assessments for EL proficiency and student disabilities will be regularly completed through the ELL Plan Committee to determine appropriate accommodations for instruction and testing. Regular check-ins with family members, preferably in person, but over the phone if necessary, and with the assistance of a translator if necessary, to assess any impact of either EL proficiency or disabilities on student success in school.

- h. Describe how the school will ensure that English language learners, including those dually identified as students with disabilities who are also English language learners, will be provided services for both programs.

Through the annual completion of the Delaware English Learner Service Discussion for English Learners with Disabilities form, regular IEP reviews, and regular reviews of student language proficiency through the ELL Plan Committee, appropriate determinations will be made about specific services to be provided to students, including but not limited to the appropriate English Learner Program, types of direct and indirect services and support, the number of contact hours, any potential need for additional staff training, and appropriate learning accommodations to be made available. These processes will ensure that IEPs address students with disabilities' language-related needs, ensuring their school success.

4. Gifted Students. Explain how the school will identify and meet the needs of gifted students, including:
 - a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
 - b. How the school will provide qualified staffing for gifted students; and
 - c. How the school will assess and monitor the progress and success of gifted students.

The school will meet gifted students' needs by using specific research-based instructional programs, such as Child Find or a children's behavioral checklist to identify gifted and talented students. Strategies and regular opportunities will be employed or provided to enhance the children's abilities. The identification process will be a collaborative process between the student's academic team, a school psychologist, and other professionals and can occur at any point during the student's academic career.

In addition to the testing process, the team will examine the student's grades and other relevant data. Teachers will provide students the opportunities for differentiated instruction during general instruction. The students will also have access to higher-level academic coursework, including taking higher-level IB courses and AP classes through partnerships with other schools. Students may also have the opportunity to complete college-level coursework

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through a partnership with various institutions of higher learning, including Delaware Technical and Community College, Delaware State University, and the University of Delaware.

Additionally, students will be provided with support to develop their talents through club time and internships during their junior and senior years. All teachers will be trained in gifted education, instructional methods, and technology to support the instruction and needs of gifted students. BASSE teachers working with all BASSE students must have high energy, enthusiasm, confidence, and resourcefulness. In alignment with our mission, they must also be open-minded, innovative, accepting of divergent and creative thinking, secure in dealing with intellectual precocity, and willing to pursue and provide training and analysis of students' assessment data. All teachers will monitor the progress of and keep records for our gifted students.

5. Homeless Students. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

The school will identify students experiencing homelessness using the following definitions: Children or youth whose primary nighttime residence is a public or private place used as sleeping accommodation. The principal or any person serving in the role of student's services will investigate each case for validation of the homeless status and work with the school and family as soon as possible to assist, determine, and go through the registration process and other needs of the student and family as determined that may require school support. Training to educators will be provided by agencies, such as the DDOE and our partner agencies, such as Jounce Partners and Delaware Guidance Services and other local social workers skilled in this area.

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Student Recruitment and Enrollment [14 Del. C. § 512(6) and (8) and 14 DE Admin. Code 275.4.4.2]

1. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. (**Note!** Be sure to reference [https://www.schoolchoicede.org/.](https://www.schoolchoicede.org/))

BASSE's plan to recruit students in our pre-opening year is as follows:

The BASSE team will reach out to the entire Sussex County community to create an awareness of this unique charter school. These groups include, but are not limited to all community groups and organizations, homeowner's associations, education sites specifically targeting middle school students, ads and articles in local newspapers and magazines in English, Spanish and Haitian Creole. To encourage interest from parents and students, we will post information on our website and social media. Additionally, we will blog, email, create posters and flyers to be hung in public gathering places, such as libraries, hospitals, clinics, gyms, churches, supermarkets, and host online Zoom webinars and information sessions. BASSE will utilize its staff, Board of Directors and Advisory Board and other volunteers, partners, donors, and previously recruited parents to market the school. Once opened, BASSE will utilize its student population as well for marketing. We hope to disseminate to future parents and students the uniqueness of BASSE by highlighting its focus on service learning, our use of the rigorous International Baccalaureate curriculum for all, and building connections between our school model and student voice and interests.

The recruiting team will recruit students through BASSE fundraisers and community events, such as backpack drives, events at community centers, and open houses, strategically held throughout the recruiting process. This will enable prospective families and interested parties to experience and explore our school.

Due to the Coronavirus pandemic, it will be difficult for BASSE to host in-person events until guidelines and public health recommendations allow for traditional in-person events to be held. In Sussex County, reliable access to the internet and technology is difficult for many families that we would like to recruit. Therefore, BASSE will still attempt to host some in-person events. For instance, in summer 2020, BASSE partnered with local community organizations, such as First State Community Action Agency (a non-profit organization focused on supporting low-income families) to provide backpacks to students prior to the 2020-2021 school year at a socially distanced event where we could provide families with information about BASSE and provide a public service. Additionally, BASSE plans to run targeted programs, such as a summer book club, to engage with students prior to opening.

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).

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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 the local newspapers, and/or post flyers in the community and advertise on social media. Attend 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 12th 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.

2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; linguistically diverse families and other youth at risk of academic failure. The response should include the following:
 - a. A brief description of the recruitment strategies that the school will employ to attract each of the students described above to the school; and
 - b. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup. Identify your target re-enrollment rate for each year.

BASSE intentionally designed our recruitment and enrollment strategies to be inclusive of all student groups listed. To bolster our effectiveness of reaching these groups, we will partner specifically with community organizations such as churches, homeless shelters, and non-profit organizations that focus on serving people from these populations. Furthermore, to reiterate a point from above, due to the Coronavirus pandemic, it will be difficult for BASSE to host in-person events until guidelines and public health recommendations allow for traditional in-person events to be held. However, we will strive to host some in-person events, like our backpack event, held in places accessible to these communities in a safe and socially distanced way. We understand that families with students in the populations listed above may often have difficulty accessing the internet or reliable technology.

In addition to the recruitment strategies described above, BASSE intends to host parent workshops (with interpreters) where we will help to educate parents who are interested in

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enrolling their child at BASSE but are unfamiliar with the charter school/school choice process in Delaware. A brief description of some of the topics we would cover is as follows:

Parent Workshops

- We will distribute copies of the DDOE's "Frequently Asked Questions about Delaware Charter Schools/Parent Guide to Delaware Charter Schools" to all parents seeking to enroll their children as well as to parents of enrolled students. We will seek translations of these documents to provide to families whose home language is not English.
- We will explain that preferences for student admissions may be given to:
 - a. Students residing within a 5-mile radius of the BASSE
 - b. Students residing within the regular school district in which BASSE is located
 - c. Students who have a specific interest in BASSE's teaching methods, philosophy, or educational focus;
- We will explain the lottery and waiting list processes
- We will explain the application and how to apply

In regards to student retention, BASSE will focus first on building relationships with our students' families to make sure that they understand that they and their students are valuable members of the BASSE community. BASSE will track the progress of our students from underserved populations, making sure that we provide the necessary resources to help those students and families be successful.

3. In **Attachment 8 (Parent Support Survey)**, provide evidence of demand for the proposed school among prospective parents/guardians. (**Note!** The Department is looking for evidence that your proposed school is wanted by the local community, and that enough pupils would come to your school to make it financially viable. This evidence takes the form of a survey that parents sign expressing support for the school. Specifically, you should aim to show that you have **support from parents for at least as many pupils as the number of seats in your school in its first two years of opening**. This is a minimum and your application will be rated more strongly if the school is significantly oversubscribed.)
4. Describe the ongoing student recruitment work that you will do once your school has opened. Identify the ways in which it will be different than your pre-opening year in terms of the strategies, activities, events, persons responsible and benchmarks.

To recruit new students once BASSE has opened its doors, we will organize the following events:

- Happy parents are our absolute best source of advertising. Anyone with a student currently attending the school and willing to vouch for it will form a core piece of our marketing engine. We will send out quarterly emails or take-home newsletters asking parents to offer their recommendation in written form, tell their friends about the school, and speak at informational meetings.
- We will set up twice a year meetings for prospective parents and students, in-person get-togethers to transform prospects into students. We will invite parents to see the school and speak with staff and current students.

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- We will hold family events on weekends for current and prospective students, such as picnics in different towns of Sussex County that will be open to families in the local communities. We will include families that are already enrolled to answer questions about the program.
 - We will hold community chats in local libraries and the school in the early evening and Saturdays and have the current students present about BASSE and show projects they have explored.
 - We will hold an art show, science fair, or project show in a central place in Sussex County where the community can view the students' work to make more BASSE visible.
 - We will develop marketing materials, such as bumper stickers, posters, and literature and place them in libraries and local shops updated once the school is opened and operating.
 - We will hold virtual webinars through Zoom or Google Meet, and advertise through the BASSE social media and physical flyers, highlighting positive and successful moments at BASSE.
 - We will hold job fairs, college fairs, and other events that are open to the community.
 - We will conduct regular surveys of parents to collect data on their satisfaction. These surveys will be sent home with students (translated as needed) and made available on the school website (where the translations will be available as well).
5. Provide, as **Attachment 9**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:
- a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents;
 - b. Any admission preferences in accordance with 14 *Del. C.* § 506(b) and how they will be used, including how the school will identify Founding Group members and how the preference to children of the school's Founding Group members will be used, if applicable;
 - c. Establish a timeline for its application and admissions processes identical to any such timeline set forth in 14 *Del. C.* Ch. 4 for the operation of a public school choice program. Provide an approximate date for the lottery and describe the procedures for conducting a fair lottery process;
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - e. A timeline and plan for student recruitment and enrollment;
 - f. Plans to maintain on file a written statement, signed by the parent or guardian of each enrolled child, that acknowledges that the child will attend the charter school for at least one complete school year pursuant to 14 *Del. C.* § 506(c)(3).
6. Provide, as **Attachment 10**, the school's Remote Learning Plan (See attached guidance, p. 48).

School Culture [14 *Del. C.* § 512(6)-(7) and 14 *Del. C.* §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.

The central ethos of BASSE's culture is framed in Bryan Stevenson's quote, "[e]ach of us is more than the worst thing we've ever done." BASSE believes deeply in the brilliance and resilience of

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all of our future students. We see education and community understanding as essential to our students' growth and development, Delaware's next generation of leaders. It is the role of school, education, and educators to believe in the ability of every student; BASSE believes every student can and will succeed.

BASSE's culture is student-driven. BASSE believes student and community voices are critical to promoting the academic, social, and intellectual development required to ensure bold student leadership and college and career readiness. First, BASSE will take a trauma-informed approach to our school's cultural model. As a new school, BASSE will create a trauma-informed school culture where staff and students feel supported and have equitable access to the resources needed to be successful. BASSE's students and staff will internalize the vision of Gov. Carney's Executive Order 24 and prioritize a trauma-informed approach with parent engagement, discipline policies, and our approach to multi-tiered student support.

Delaware's Trauma Blueprint highlights the state's transition from trauma awareness to trauma-informed; BASSE will provide training for all staff and students to support a culturally responsive trauma-informed culture to ensure BASSE is always in pursuit of being a trauma-informed school. BASSE will set annual goals to ensure the school's progression along the trauma continuum, from trauma-aware to trauma-sensitive, to trauma-sensitive, and finally, trauma-informed. This school culture will de-center the notion of "what's wrong with you?" and center framing of "what happened to you?" to ensure students and families have the support and resources needed for success.

Additionally, BASSE will prioritize student wellbeing and healing through social-emotional learning by embedding a wellness wheel (see attached) into students' personalized learning plans. At multiple points in the school year, students and staff will review and update their wellness wheel as part of their personalized learning plan to ensure our students' social-emotional well-being.

BASSE recognizes that true healing and restoration is steeped in an understanding of self and self and others. History is a critical component of students' self-exploration and understanding. Therefore, BASSE will use the Historical Literacy Framework in our curriculum to support student learning.

2. Explain the systems, practices, and traditions that the School Leader and staff will implement to foster this culture for students, teachers, administrators, and parents, starting from the first day of school. (**Note!** You will be asked to describe your discipline policy in the next section).

Our vision is to foster critically conscious individuals who are self-empowered, community-minded leaders who advocate for change. To actualize this vision, starting on day one, it starts with a deep belief in the ability of all children, including children from low-income backgrounds, children of color, and children who are linguistically diverse, to excel academically and the ability of schools. Our school's leadership and staff must hold extremely high expectations for student success and school performance. This will require an openness to, and

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desire for, frequent feedback and commitment to improving practice starting from day one. BASSE staff will have an intense desire to improve and grow professionally.

At BASSE, five core values guide us: (1) To ensure excellence by requiring rigorous and high-quality instruction from teachers and a supportive and challenging learning environment for students; (2) To foster equity by creating access to local resources and global opportunities; (3) To embrace our community by building bridges between our students, their families, and the community at large; (4) To inspire hope by facilitating spaces where students see that the potential of our community is exponential; and (5) To elevate the voices of our students by providing them with a platform to address the current state of our community and plant the seeds for its future.

Our school leader will be trained, through Jounce Partners, with the philosophy that (1) Teaching quality is the most important driver of student learning; (2) Teaching quality is not fixed – teachers can get better, and with effective coaching, they can get better fast; and (3) School Leaders' primary goal should be to increase teaching quality in their schools rapidly. We believe school leadership is critical to the school's long-term success, and our school leader will inspire our growing staff and student body through a structured approach to student and teacher leadership.

Our staff will have a strong background in lesson design, unit planning, lesson execution, content knowledge, and data analysis skills as a classroom teacher, which will be evidenced by significant student achievement gains. Our school leadership will focus its direction and support for staff and students focused on these five core competencies: (1) Instructional Leadership; (2) People Management; (3) Culture Leadership; (4) Operations/Governance; and (5) Personal Leadership. Prioritizing these five elements will foster a supportive, responsive, and inclusive culture for staff, students, and leadership from day one.

3. Describe the key elements of the school's bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school. Resources to ensure compliance with state requirements are available at:
<https://www.stopbullying.gov/resources/laws/delaware>

Hate has no place in BASSE; in the words of Bryan Stevenson, “[b]ut if we don’t expect more from each other, hope better for one another, and recover from the hurt we experience, we are surely doomed.” BASSE will encourage students to show respect for differences in others, including but not limited to race, gender, and religion, while fostering a school and cyber environment free from all forms of bullying and intimidation, as outlined in the [BASSE DEI Statement](#).

Additionally, since researched-based curricula for secondary education is limited, BASSE will use a combination of [Positive Behavior Intervention and Support \(PBIS\)](#), the culturally responsive classroom and the [framework for including equity in school discipline](#).

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As outlined on the Stopbullying.Gov website, BASSE will engage in the following actions to prevent bullying:

- Provide opportunities for research on how to prevent it and how to respond
- Opportunities for presentations, speech, and role-play
- Whole-school and small group discussions on how to safely report bullying
- Opportunities for students to use creative outlets to express themselves and their needs
- Focus on the importance of peer relationships in school

Additionally, BASSE will conduct training with all staff in multiple formats throughout the year, including but not limited to: staff meetings, one-day training sessions, and modeling.

Reference: <https://www.stopbullying.gov/prevention/at-school>

4. Explain how the school culture will serve and support students with special needs, including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.

BASSE's school culture and environment will always put students first. BASSE strives for a diverse student population, as diversity inspires a richer and more holistic learning environment for all students. BASSE is committed to creating a diverse, equitable, and inclusive environment for all students; please reference BASSE's [DEI Statement](#). This statement serves as the foundation of our approach to inclusive school culture. BASSE staff and students approach learning with an assets-based approach, recognizing that difference is a valuable asset for our students, and we encourage students to embrace their difference.

A trauma-informed approach acknowledges the resilience in all of our students and that resilience is power. The social-emotional wellbeing of our students is our top priority. In conjunction with each student's personalized learning plan, BASSE's wellness wheel will create a support system for students, regardless of their needs, to flourish in the BASSE school environment. Each student will receive personalized attention throughout the year to ensure every student succeeds, meeting their personal and academic goals.

Student Discipline [14 Del. C. §512(6)-(7) and (11), 14 Del. C. § 4112F]

1. What will be the key elements of the school discipline policy, and how will it support the school culture that you describe above? Include plans regarding limitations on seclusion and restraint with respect to all students, including training and reporting requirements in accordance with 14 Del. C. § 4112F and related regulations at 14 DE Admin. Code § 610.

The Bryan Allen Stevenson School of Excellence plans to implement a discipline policy that centers on restorative justice practices to support and promote our school culture. [Restorative justice](#) practices are grounded in "restorative justice," which is a way of looking at wrongdoing that focuses on repairing the injury done to people and their relationships rather than punishing an individual for the wrong they have done. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than

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to them or for them. The most critical function of restorative practices is restoring and building relationships. Students, staff, faculty, and board members must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class.

If physical restraint is necessary due to a physical altercation involving a student, any required restraints to prevent the student from causing harm to themselves or others will be performed in accordance with state code. All staff will be trained on how to properly restrain students minimally, and parents/guardians will be notified of the incident as soon as possible.

Additionally, any of the school leadership team (the Dean of Academic Excellence, the Dean of Community Partnerships, or the Executive Director) will document the incident and notify the DDOE using the proper document.

Seclusion is not a discipline practice aligned to restorative justice practices; therefore, BASSE will not be implementing that discipline practice.

2. How will the discipline policy be practiced in the classroom in order to ensure that students are working on task and focused on learning?

All BASSE faculty and staff will receive training on restorative practices for the classroom and will be expected to incorporate this training into their daily practice. If an issue does arise during class, staff will remind students of the school guidelines. If students take responsibility for any harm or disruption their actions caused, any involved students and staff will positively reinforce the problem's resolution, and the incident will be resolved. If the incident involves a single student, the staff member will seek to handle the issue in a one-to-one session with the student. If the issue involves a group of students or the entire class, the teacher will handle the issue in class using an appropriate method, such as a restorative circle.

3. How will you ensure that minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions? How will you measure or track this data?

To ensure that non-white students, students who identify differently, students who speak multiple languages, and students with disabilities are not disproportionately represented in suspensions and expulsions, we are first implementing restorative justice practices as our discipline philosophy. This should help decrease any incidences of expulsion and suspension as students will be invested in the discipline process.

If a student who is a member of one of the aforementioned groups is fairly recommended for and successfully suspended or expelled, this will be tracked internally with all other disciplinary infractions beyond the classroom. This data will be reviewed quarterly by our school leadership team to assess any disproportionalities. If disproportionalities are discovered, the school team will implement research-based interventions to reduce and ultimately eliminate the disproportional referral of students from the overrepresented groups for suspension and expulsion.

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Ideally, by centering our students' social and emotional health, implementing trauma-informed practices, practicing culturally responsive and relevant instructional practices, and rooting our disciplinary procedures in restorative justice, this type of inequitable treatment of students will be prevented. However, we will not rest on our laurels; we will diligently track and measure this data.

4. Who will be responsible for implementing the school's discipline policy? What position will be responsible for electronically reporting discipline incidents in accordance with state requirements?

Ultimately, the school leadership team will be held accountable for implementing the school discipline policy, though all staff members will be responsible for successful implementation. The Dean of Academic Excellence will be primarily responsible for the electronic reporting of incidents, as they will be most active in the school building from day-to-day. However, the other school leadership team members, i.e., the Executive Director and the Dean of Community Partnerships, may also report these incidents.

5. How will the school ensure that staff are adequately trained and properly implementing state and federal law related to the discipline of students with disabilities? Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and Delaware statutes and regulations.

(Note! If approved, you will be required to submit a student Code of Conduct prior to opening in accordance with 14 DE Admin. Code § 600.)

If a situation arises related to a student's disability, the staff will be sure that whatever discipline practice is implemented is aligned to what the student's IEP outlines as the proper behavior intervention. The student's IEP team will design the appropriate restorative procedures for the student in question and how they will be implemented.

When required, reports will be filed with the appropriate agency relating to the DDOE guidelines and state law. The BASSE faculty and staff will receive training in the various aspects of IDEA and Delaware statutes and regulations to ensure that the school follows all aspects of the law. New staff will have a routine introductory training, and once every three years, veteran staff will receive a refresher course updating them on any changes in the law.

Please see our draft outline of our code of conduct [here](#).